

The trajectory of the shifts in academic and civic identity in South African and English secondary school History National Curriculums across two key reform moments.

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DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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Abstract

This thesis seeks to explore the trajectories of the kinds of academic and civic identities that four different history curriculums would seek to produce. The curriculum documents chosen are two South African (Curriculum 2005 [1997] and the Curriculum and Policy Statement [2011]) and two English (the first national curriculum [1991] and the most recent [2014] Secondary history national curriculum). These curriculums have been chosen in part because of the historical connections the two countries share, as well as the relationships that exist between the history educationalists in the two contexts.

The theoretical underpinning for the discussion of identity are Bernstein's concepts of instructional and regulative discourse. In addition to examining the shifts in imagined identity, the other question which the thesis seeks to answer is that of the underlying purpose of school history. Three *ideal types* were therefore developed in relation to the three dominant ways of viewing the purpose of history education that emerges in history education literature. The academic and civic identities were analysed through the construction of an analytic framework developed through an iterative process of engaging with the data and history education literature. A framework was also developed to consider the degree to which the four curriculum documents conform to the three *ideal types*.

The shifts in overall purpose and identity within the two contexts are striking. The first English national curriculum saw a tension between a focus on developing history students who had a strong sense of national identity and using constructivist models that teach the students the knowledge base of the subject. Curriculum 2005 instead focused on attempting to create students who were actively engaged with the problems of their current day situation. By the second English national curriculum, this focus on making connections to current day challenges had been introduced in addition to continuing concerns about national identity and understanding the way in which historians work. The Curriculum and Policy Statement reform in South Africa brought greater concerns for developing historical thinking, but nevertheless retained a focus on actively engaged citizenship.

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Chapter 1 INTRODUCTION

1.1 Rationale for Study

In my capacity as a history teacher for Grades 7 and 8 at an International School in Cape Town, I was tasked with developing a curriculum for Key Stage 3¹. I had a set of assumptions about what this curriculum should look like, based on a chronological narrative of ‘turning points’ in world history. I had a sense that there were certain key events that all students of history *should* know about in order to understand the world they live in. I also felt that teaching skills, particularly in source analysis, was important. These assumptions were a product of both my own schooling, my experience of the Postgraduate Certificate in Education and my own upbringing. The first drafts of our curriculum were hopelessly overburdened with content and it became evident when I began teaching that I would not get through a fraction of what I had hoped to cover. This caused problems for my conception of there being certain key events that students should know as being the central purpose of the history curriculum; if I could not manage to teach all of these key events within the allotted time frame, what would this mean for the efficacy of my curriculum?

I therefore came to questions around the purpose and function of the school history curriculum from the inside out, so to speak—I engaged with questions of what content I should include and how the balance of skills and content should work before I had encountered much research or theory on these questions. Having to process the difficult decisions around curriculum formation for myself has given me an appreciation for how complex and overwhelming the decisions around history curriculums can be. My context was relatively contained and yet I struggled to make decisions about what the curriculum should look like; when these decisions are scaled up to the level of the national curriculum, the issues can seem almost impossibly complex.

In June 2014, I attended the Schools History Project Conference in Leeds, UK and engaged more fully with the ideas of school history practice reflecting academic historical thinking. A major point of discussion was in light of the proposed all-British history curriculum proposed by the Conservative Party in their 2013 first National Curriculum revision draft. The overwhelmingly negative reaction to this view of history as serving to tell “our island story” resulted in a backtracking from the government and a radical rewriting of the curriculum (Gove in Fordham 2012:242).

¹ Key Stage 3 makes up Years 7, 8 and 9 in the English schooling system. The school I was working at had limited Key Stage 3 to just Grade 7 and 8.

I conducted research into the content choices in the UK curriculum for the 11–14 age bracket. This paper was adapted as an article published in *Yesterday and Today*² discussing the relevance of these ideas for the South African context; in particular, the degree to which school history claims to function as a national consciousness-building mechanism was explored. In the South African context, these ideas have become relevant given the calls by the South African Democratic Teachers' Union for history to be made a compulsory subject until Grade 12.

The purpose and ways in which history curriculums function therefore have particular interest for me. The ideas of the educational sociologist Basil Bernstein, as well as history education scholars Barton, Levstik, Bertram, Counsell and Seixas have provided me with a theoretical framework for understanding the construction of national history curriculum documents and the ways in which they imagine identity in particular.

1.2 Research Questions and Overview of Approach Taken

The key questions of this thesis revolve around the ways in which the curriculum documents have imagined both the academic and civic identities of students, particularly in relation to the purpose of school history. Although many studies have examined the degree to which a textbook or curriculum document would attempt to produce a specialised history student, I struggled to find a discussion which engaged fully with the purpose of history education. As I read history educationalists and engaged in discussions with other history teachers, it became clear that often the underlying purpose of school history remains somewhat tacit. In general, the discussion seemed to be about more traditional ideas of history based around chronology (a view of history as simply 'what happened') as opposed to more constructivist approaches which focus on teaching historiography in addition to historical content³. It seemed to me, however, that there was a missing third underlying purpose for history education: that it should produce students who are engaged with the issues of their society as a result of their historical studies. Although many within the constructivist approach mentioned the importance of relating historical studies to the present day, it was not their primary focus; understanding the discipline was the highest priority

I was conscious of this third element in part because of my own teaching experience and discussions with colleagues, and in part through encountering organisations such as *Facing History and Ourselves* and *Shikaya*⁴. In reading Barton and Levstik's 2004 argument in *Teaching History for the Common*

² KUKARD, K., 2015. A Survey of history curriculum content in England since 1944. in *Yesterday and Today*, 13, p. 17 – 39.

³ These debates are more fully outlined in the discussion of the curriculum reforms below.

⁴ These organisations see the primary goals of history education as being extending "students' understanding of racism, religious intolerance, and prejudice"; increasing "students' ability to relate history to their own lives" (*Facing History*

Good, I encountered this third purpose developed in detail. For Levstik and Barton, deliberating on current societal issues was the primary purpose of history education; this need to work towards developing participatory democracy outweighed the goal of teaching disciplinary thinking (Barton, Levstik 2004:27). While the goal of engaged citizenship would only be achieved through teaching effective historical thinking, the kind of history thinking would be focused in particular ways towards the central goal of helping “citizens engage in collaboration toward a common good” (Barton, Levstik 2004:x).

The Literature Review in the next chapter therefore takes an unconventional form and reflects my initial exploration of the history education literature. In that chapter, I construct three *ideal types* (orientations) to the purpose of history education on the basis of my interests expressed below and a close reading of the history education literature.

The central questions which this thesis seeks to address are as follows:

➤ **Research Question:**

- What are the trajectories of the shifts in the South African and English secondary school history national curriculums across two key reform moments, in relation to the projected academic and civic identities?
 - **Sub-question 1:** What kinds of civic identities does each curriculum document imagine?
 - **Sub-question 2:** To what extent is academic identity strongly classified as disciplinary and what kinds of academic identities are envisioned?
 - **Sub-question 3:** What kinds of civic identities are implicit in the documents, and do they support the stated aims of the curriculum?
 - **Sub-question 4:** Which orientation or combination of orientations does the curriculum document reflect?

The data to be analysed is:

- The first English National Curriculum, published in 1991
- The revised English National Curriculum, published in 2014
- Curriculum 2005: Lifelong learning for the 21st century, published in 1997
- Curriculum and Assessment Policy Statement: Grades 7 - 9 Social Sciences, published in 2011

and Ourselves, online: accessed 20 August 2016); “deepening and strengthening...democracy” (Shikaya, online: accessed 20 August 2016)

Although I refer to the curriculum documents as a whole in order to describe the overall design features, I will focus in particular on Years/Grades 7–9 ('Key Stage 3' in England and 'Senior Phase' in South Africa). It is useful for the purpose of comparison that all of the curriculum documents cover the same number of grades.

In order to demonstrate the logic behind the choice of these four curriculum documents I have included below an outline of the historical context of the curriculum reforms in England and South Africa.

1.3 History of school history curriculum reform in South Africa and England

1.3.1 History curriculum reform in England

1.3.1.1 School history before the first national curriculum

History education in Britain had been through a period of major revision from the 1970s, influenced by the progressive approaches of the Schools Council History Project (SCHP). The decline of the British Empire and the new era of European cooperation in the 1960s and 1970s generated renewed discussions around how British national history should be taught in schools (Cannadine, Keating et al. 2011:141). Within the academy, there was a shift towards social and economic history, and there was an increasing concern that history should remain relevant to young people in Britain if it was to remain a viable school subject (Cannadine, Keating et al 2011:141). Under the auspices of The Historical Association, Jeanette Coltham and John Fines published a pamphlet in 1971, *Educational Objectives for the Study of History*. It focused on what skills were involved in doing history rather than trying to define what content should be covered (Coltham, Fines 1971:10). They wrote, “only as he (sic) masters the relevant skills will the student come to know what historical method is (learning by doing)” (Coltham, Fines 1971:12). This pamphlet was published in the context of grammar school⁵ teaching approaches, which were weighted heavily towards chronological, British-focused content and empirical approaches (Kukard 2015:21). The arguments of Coltham, Fines and others presented a major challenge to the status quo of historical education; the ‘new history’ proponents were interested in students understanding “something of the subject’s perspectives, logic and method” so as to have an approach to history which was “grounded in reason” as opposed to rote learning (Shemilt 1980:2). These recommendations, most notably developed in the work of the SCHP, would come to be viewed

⁵ Grammar schools were developed as a result of the ‘Tripartite schooling system’ which divided children into different schools based on an examination taken at age eleven (‘Eleven-Plus’). Those children who were seen as being gifted in academic thought and logic would attend grammar schools (Norwood Report 1943: 15 - 16). Although this was not the intention, grammar schools were seen as being more prestigious and often received better funding than the secondary modern and technical schools (Cannadine, Keating et al 2011:107).

as a push towards skills rather than content and to be linked to the constructivism and learner-centredness of progressive education (Bertram 2008:157).

1.3.1.2 The first English national curriculum

The first English National Curriculum came into place in the early 1990s within the context of Margaret Thatcher's desire to stop the "rot of national decline" (Cannadine, Keating et al. 2011:181). Prior to this, there had been little attempt to control the curriculum from the centre, and authority rested with the local schools' councils (Cannadine, Keating et al 2011:186). The national curriculum reform also followed the 1988 Education Reform Act, which was widely seen as introducing neo-liberal concerns of accountability into education (Silbert 2012:6). As a former education minister, Thatcher felt that education was key to achieving her aims of centralising government control (Gamble 1988:5).

Thatcher was generally opposed to the 'new history' approaches to education as, in her essentially Rankean view, history was an "account of what happened in the past", which therefore required that students gain a "knowledge of events" (Thatcher 2013:573). She wanted a clear focus on chronology and the stipulation of content in the attainment targets rather than the 'new history's' emphasis on skills and concepts (Thatcher 2013:574). The role of establishing a national curriculum for history was, at least in part, so that the subject could be centrally presided over to "control and marshal national identity" and to ensure knowledge of the national narrative as part of "loyal and participative citizenship" (Guyver 2012:160). Despite these pressures, a History Working Group was set up, which generally favoured the 'new history' approaches. Although there was some controversy around the drafts produced by the Working Group, they persevered and, although content was specified for each grade, the attainment targets were expressed in terms of skills rather than content to be tested (Cannadine, Keating et al. 2011). The second attainment target allowed for "interpretations" of history, which meant that students were required to understand that history is not a list of facts, but rather a discipline which involved enquiry and debate (Counsell 2014). The curriculum argued that "there is no final answer to any historical question; and there are no monopolies on the truth" (Department of Education and Science and the Welsh Office 1990:11). The 'new history' approach had therefore been built into the National Curriculum.

There were revisions made to the curriculum in 1995, which mainly involved streamlining (Department for Education 1995:10). However, Chris McGovern, who was a public critic of the first national curriculum, viewed British national history as a "birthright" (McGovern 2007:61). In the review of the first national curriculum, McGovern published a minority report arguing for a return to a content-assessed British-history focus (Guyver 2012:169). He called the failure to stipulate the knowledge of

the national story as the primary attainment targets “a betrayal of the subject” (McGovern 2007:65). The tensions between different views of the purpose of the history curriculum therefore continued. In 1999 more space was given to world history (Department for Education and Employment 1999:23). The suggested topics generally reflected the histories of the increasingly diverse British (immigrant) population and Tony Blair’s New Labour (1997–2007) focus on the “ethnic minorities and the disadvantaged” (Cannadine, Keating et al. 2011:190). The Labour concern with social justice was also expressed in the inclusion of “the changing role and status of women, the extension of the franchise in Britain, the origins and role of the United Nations, including the UN Charter and Universal Declaration of Human Rights” in “A world study after 1900” unit (Department for Education and Employment 1999:23). The 2007 curriculum revision took into account the Ajegbo Report on citizenship. It required “cultural, ethnic and religious diversity” to be built into the curriculum (Ajegbo 2007:38). These revisions therefore showed a shift in British thinking towards a more inclusive idea of being British.

1.3.1.3 2014 national curriculum reform

In 2013, a radically new draft of the history national curriculum was tabled. The curriculum reform was sparked, in part, by concerns that too many children were finishing compulsory education “lacking the most basic knowledge of the past because existing syllabuses had been stripped of core content” (Paton 2011:online). The Education Minister, Michael Gove, made a number of public statements arguing for students to have “a better understanding of the linear narrative of British history and Britain’s impact on the world and the world’s impact on Britain” (Gove in Vasagar 2011). Gove referenced responses in a study that showed that “almost twice as many students thought Nelson was in charge at the Battle of Waterloo as named Wellington, while nine students thought it was Napoleon” and “almost 90 per cent of the students could not name a single British Prime Minister from the 19th century” (Paton 2011:online). These studies were frequently based on multiple choice questions, which would not have tested the students’ ability to reason and *do* history in the way that the curriculum had intended (Paton 2011:online). The underlying assumption was that students who have mastered history have mastered a particular set of content, especially around the formation of the nation.

In pursuing his goal of “rigour”, Gove’s new history curriculum became dense and almost entirely British-focused. There was considerable backlash from historians, history educationalists and teachers, and the final draft of the history curriculum resembled the 2007 national curriculum much more closely than the 2013 draft had done. The controversy around both the first national curriculum and the 2014 review of the history curriculum is therefore a clear example of the tensions between different conceptions of the purpose of history education: is it primarily a body of knowledge to be remembered, or a way of knowing?

1.3.2 History curriculum reform in South Africa

1.3.2.1 Pre-apartheid and apartheid era school history

History education in South Africa prior to 1948 followed the *traditional* historical approach of both English liberal and Afrikaner nationalist historians (Walker 1991:272; Weldon 2009:98; Christie 1990:177; Krige, Vadi 1992:10). The purpose of teaching the past was to teach “what happened” and how the nation came to be, with a strong emphasis on the supremacy of white settlers over “backwards” natives (Witz, Hamilton 1994:29). Afrikaner Nationalist historiography, in particular, sought to shore up the origin of the Afrikaans people as a “volk”; Afrikaner nationalism gained impetus during the 1930s and 40s and used a combination of mythic settler accounts, appeals to God’s blessing, and racist ideologies to construct a powerful, identity-forming narrative (Weldon 2009:90). Christian National Education developed out of this Afrikaner Nationalist ideology, in part as a response to the conflict between the British and the Afrikaners, particularly after the South African War (Christie 1990:173). After the ascent of the Nationalist Party in 1948, school history served the purpose of retelling the Afrikaner nationalist story in a way that undermined the history and identity of black South Africans (Witz, Hamilton 1994:29).

In the 1980s this view of history education was challenged through the work of radical historians and movements such as People’s Education and People’s History. In the context of attempted government reforms and simultaneous repression, education faced a crisis due to the school boycott in the mid-1980s (Motala, Vally 2002:180). The slogan of “People’s Education for People’s Power” was a deliberate attempt by the ANC and other resistance movements to meet the schooling crisis, but part of the motivation was also the idea that through education students could be prepared for “total human liberation” (Mkatshwa in Christie 1990:271). The newly established National Education Crisis Committee (NECC) moved towards promoting change in education through replacing it with People’s Education. It was imbued with radical educational ideas (such as Paulo Freire) as well as the approaches of “history from below” as it emerged within the context of modern social history in the academy (Stolten 2007:18). People’s Education therefore had a focus on changing the ways in which students thought, with a goal of changing the society in which they lived (Nekhwevhu 2002:136).

People’s History emerged in the context of this wider movement and drew on the work of revisionist historians working in the 1970s and 1980s, which was opposed to both the liberal and Afrikaner nationalist historical approaches (Krige, Vadi 1992:10). These historians were concerned that their work should not be limited to the academy, but have a meaningful impact on the liberation struggle in schools (Witz, Hamilton 1994:32). They valorised “vernacular cultures” rather than the “construction of collective memory in service of a nationalist-type collective identity” (Weldon 2009:105). There

was therefore a focus on the need to create a critical understanding of history and to incorporate the experiences of ordinary people (Witz, Hamilton 1994:32). The Subject Commission for History set up by the NECC published *What is History?* (Taylor 1992:1). The publication was banned in DET schools⁶, which meant that the actual impact was somewhat limited, but it did represent a shift in thinking about what constituted a valid school history education.

Despite the influence of the more skills-based approach to history, there was controversy over the nature that history education should take in the post-apartheid settlement. There were serious reservations about a strongly narrative, memorialising history, but there were also those who felt that a failure to give a clear sense of the story of the nation would undermine the project of nation building in the post-apartheid settlement (Vadi 1993:27). However, concerns around history's use to promote a particular view of the nation, and the trauma experienced by the majority of South Africans through the stereotypes contained within the textbooks (Witz, Hamilton 1994:30) resulted in history as a distinct subject effectively being elided in the Curriculum 2005 reforms (Sieborger 2012:147) and being absorbed into the integrated subject of 'Social Sciences'.

1.3.2.2 C2005 reform and review

The first major curriculum reform came about in the global economic context of the 1990s where the South African government was put under pressure by the neo-liberal aims (Silbert 2012:8) of "empowering entrepreneurial subjects in their quest for self-expression, freedom and prosperity" (Davies, Bansel 2007). It was believed that the best way to achieve these goals was through an integrated curriculum focused on skills and competencies rather than content. The *White Paper on Education and Training*, published in 1995, set out the goal of creating "an integrated approach to education and training" (Department of Education 1995:9). The major design feature of Curriculum 2005 (C2005) was therefore the goal of achieving "portability of qualifications" through the introduction of credit accumulation and transfer schemes, facilitated through the National Qualifications Framework (Ensor 2003:326). Within the curriculum, these competencies manifested themselves as 'Critical Outcomes' and 'Development Outcomes', which were then fed into 'Specific Outcomes' for each learning area and outlined "what learners are able to do at the end of a learning experience" (Ministry of Education 1997:15). It is significant that the outcomes for learning areas were phrased in terms of what learners could 'do' rather than on what they know, and reflected the competence nature of the curriculum. Although the curriculum document did elaborate that these outcomes included "skills, knowledge and values" (Department of Education 1997:15), the "anti-rote"

⁶The Department of Education and Training (DET) managed schools for black-only students under the apartheid divisions.

language of the curriculum downplayed the role of content, so that learners instead focused on “critical thinking, reasoning, reflection and action” (Department of Education 1997:7). Unlike the English history curriculum, the C2005 did not prescribe the content to be covered at each stage and instead framed the entire curriculum in terms of skills.

Following a curriculum review process in 2000, a serious revision of C2005 resulted in the Revised National Curriculum Statements (RNCS) in 2002. This revision improved upon some of the weaknesses of C2005’s design features, particularly the overly complex language, an emphasis on integration, a lack of clear sequencing and pacing and progression resulting in an “underspecified curriculum” (Ministry of Education 2000:18;41). Following the recommendations of the *Values in Education Initiative*, a panel of historians, archaeologists and human biologists was set up to produce a report (Sieborger 2012:148). This report highlighted the importance of understanding the “disciplinary value of history” (Asmal in Department of Education 2001:6) and the importance of “historical method” in bringing about “educational maturation” (Asmal in Department of Education 2001:7). In part because of the personal involvement of some South African history educationalists with the SChP methods, the underlying argument throughout the review was that it would be through adopting a disciplinary approach to history teaching that the goals of nation-building, learning from the past, and reconciliation would be achieved (Department of Education 2001:6-8). Kadar Asmal, the Minister of Education who had instituted the review processes, argued that history was to be established as a “vital” subject with a focus on “the development of skills and capacity for historical understanding” rather than “rote learning or memory-based repetition” (Asmal 2004:xi). Through focusing on “enquiry” (Dean 2004:106) there was a strong belief in the potential of history to be a “mind-opening” rather than “socialising” subject (Slater in Dean 2004:102).

1.3.2.3 RNCS review and CAPS

While the review of C2005 had resulted in an increased specification of subjects, the underlying approach of outcomes-based education remained. Increasing criticisms from both public and academic circles, coupled with the poor performance of South Africa on international tests, such as TIMSS⁷, led to calls for another review process, which took place in 2009 (Hoadley 2011:152). The review committee was influenced by Young’s ideas of ‘powerful knowledge’⁸ and argued for a clearly

⁷ These international tests focused on literacy and numeracy and therefore did not reflect on history teaching and learning as such.

⁸ The concept builds on Bernstein’s ideas of ‘knowledge structures’ and argues for the importance of a distinction between everyday knowledge and knowledge which is able to “transcend its origin in a particular social context” and is based on the structure of the academic discipline (Young 2008:23). This term will be explored in greater detail in Chapter 2.

specified curriculum (Hoadley 2011:152). The RNCS curriculum review therefore aimed to provide “certainty and specificity” about content in order to ensure restored “confidence and stability in the system, and enhance the learning opportunities” provided for learners (Department of Education 2009:61). There were major revisions to the history curriculum, which became much more strongly specified, and history was re-established as a subject. However, in terms of the aims of the curriculum, there was still a strong focus on instilling a sense of the discipline of history. Unlike in England, the pressure was less to do with inserting a stronger sense of national identity and more to do with a feeling that the competency-based model of C2005 had failed to achieve the aims of apprenticing history students into the discipline of history and allowing them to ‘do’ history (Bertram 2012:431).

In more recent times, SADTU has called for a “celebration” of South Africa’s past through history teaching (2014:2). Gove’s concern about a lack of knowledge of certain facts of British history is echoed in SADTU’s concern that young South Africans cannot explain about the “brutal murder of Dingaan and the history of Shaka” (2014:6) (Kukard 2015:35). The call for history to become a compulsory subject until Grade 12 is an element of the debate around using history to develop a clear sense of national identity around the memorialisation of great figures and events. There is still therefore controversy about what the purpose of South African school history education should be.

1.3.3 Reasons for selecting these four documents

The four curriculum documents have been chosen in order to facilitate a comparative study of the shifts in imagined identity. I am interested in the shifts within the projected academic and civic identities in each country. I am also, however, interested in comparing how the reforms in England and South Africa show similarities and differences in the kinds of identity that they would want to produce.

The selection of the four documents was made in part because of the historical connection between England and South Africa. In addition to this, in both cases, I am examining the first⁹ and then the most recent national curriculum reforms. The first curriculums in both countries were written within a similar period of time (NC1991/C2005 1997) as were the most recent reforms (NC2014/CAPS 2011). The comparison is also interesting with regards to history in particular given the close ties between the approaches of history educationalists in both countries.

⁹ In the case of South Africa, it was not the first national curriculum, but it was the first time a national curriculum would be used by all students as opposed to the different curriculums for different races and across different provinces that existed under apartheid.

1.4 Overview of Dissertation

This first chapter has outlined the rationale behind the study, provided historical context and framed the central questions of the thesis. Chapter Two provides a discussion of the literature with the goal of outlining three orientations to the purpose of history education. The purpose of this somewhat unusual use of the literature review is to construct three *ideal types*. The ways in which academic and civic identity are intertwined are discussed using Bernstein's concepts of instructional and regulative discourses. In Chapter Three, I present an analytic framework that was developed through an iterative process of engaging with both the data and the literature. The deductively derived categories of the *ideal types* were combined with inductively inferred categories from the data to create the analytic framework. Chapter Four provides an explanation of the way in which the data set was constituted. In Chapter Five, the findings of the analysis are presented and discussed in relation to the ways in which the intended academic and civic identities have shifted. The final chapter provides a summary of the findings, particularly in relation to how the four curriculum documents align with the three orientations.

Chapter 2 LITERATURE REVIEW

2.1 Introduction

School history exists as a recontextualised version of the academic history discipline and produces particular academic identities. It is, however, also a subject that can form a powerful tool for governments in the attempt to shape civic identities through both explicit and regulative discourses (Bernstein 2000). Bernstein's concept of the pedagogic device provides a useful theoretical underpinning to unpack the ways in which recontextualisation operates to try and produce a particular "imagined subject" of school history curriculum. Recent works on history both locally and internationally have mostly dealt with the nature of historical thinking within curriculum and pedagogy (Wineburg 2001; Seixas, Morton 2012; Counsell 2011, Bertram 2009, 2008; Fordham 2012) and the ways in which historical thinking is specialised within textbooks (Job 2014; Firth 2013; Bertram, Bharath 2011, Morgan 2010). These works have sometimes drawn on ideas within the sociology of knowledge to examine the ways in which historical knowledge is specialised. Research into identity within curriculum and textbooks has focused on issues of representation and bias (as discussed in Job 2014:3536). However, there are almost no explicit discussions of the ways in which the curriculum itself attempts to project particular identities, nor have there been clear enough discussions of the underlying purposes of history education.

As discussed above, this literature review is somewhat unusual. It is used to show the construction of the three *ideal types* from history education literature in relation to the purpose of history education. In the next chapter, the ways in which these types suggest civic and academic identities of history students are discussed and then combined with inductively derived categories from the data to produce an analytic framework.

2.2 The use of *ideal types*

The concept of an *ideal type* was developed by the sociologist Max Weber. He defines it in the following way:

an ideal type is formed by the one-sided accentuation of one or more points of view and by the synthesis of a great many diffuse, discrete, more or less present and occasionally absent concrete individual phenomena, which are arranged according to those one-sidedly emphasized viewpoints into a unified analytical construct... (Weber 1949:90)

The constructed nature of the *ideal type* strengthens its usefulness because it foregrounds the ideas which have been used in the analysis of social realities (Kim 2012:online). The three *ideal types* discussed below are therefore constructions of what I have understood the general positions on the purpose of history education to be; they are useful for my analysis of the four curriculum documents

because they provide a lens through which to examine the kinds of academic and civic identities which the curriculum documents would attempt to produce.

2.3 The purpose of history as a school subject

What is the purpose of history teaching? This is a normative question and there have been a number of attempts to answer it across the history of history teaching. The most common themes that have emerged have been that:

1. History should teach the national story to create a shared identity
2. History should teach students to develop analytical skills in history
3. History should help students to participate in society through developing active and critically engaged citizens

None of these are mutually exclusive, but responses of theorists who have examined the purpose of history teaching tend to coalesce around one of the above points. For example, the proponents of 3. share an understanding of school history as reflecting academic history with 2. but see the primary purpose of the analytical approach as being the adopting of a kind of citizenship. Both 1. and 3. see the construction of an ideal citizen (albeit a different type) as the primary purpose (Davies 2000; Barton and Levstik 2004; Peterson 2011; Dean 2004; Bam 2004; Chisholm 2004). These three *ideal types* are discussed in greater detail below; for the purpose of this thesis, I have termed the three *ideal types* of purpose towards history education as ‘orientations’¹⁰.

2.4 Three orientations for history teaching

2.4.1 *MEMORY HISTORY*¹¹: *History should teach the national story*

The first *ideal type* has been described as the “great tradition” version of history teaching and it has often been associated with more traditional views of education (Haydn 2011:33). The state provides its citizens with “official accounts of the past” (Wertsch 2002:67) because

in contrast to a picture that nation states are natural communities that awaken or spring into existence because they reflect pre-existing essences, the reality is that massive efforts must go into their formation and preservation. (Wertsch 2002:70).

Nations are essentially “imagined communities” (Anderson 1983:15) which have not always existed and often include groups of diverse backgrounds, cultural practices and ethnicity, which presents a

¹⁰ This term was used by Seixas in describing “three fundamentally different orientations toward historical pedagogy and epistemology” (Seixas 2000:20). While there is overlap between my orientations and Seixas’s, the key difference is that mine are related to the underlying view of the purpose of history education rather than epistemology or pedagogy.

¹¹ This term was also used by Lévesque (2008).

potential problem for governments where one particular kind of national identity is prized (Grosvenor 2000:150). The goal of this kind of history education is therefore to “identify with the past” (Barton, Levstik 2004:49). By drawing on a narrative of the nation’s formation (or hoped-for formation as is sometimes the case), members are given a strong sense of rooted identity in the nation’s (or aspirant nation’s) past (Anderson 1983:104). While it is easy to consider extreme cases of indoctrination such as school history under apartheid South Africa (Sieborger 2012:147; Walker 1991:271), democracies, such as Britain and America, see the importance of dissemination of the “national story” as a key element of citizenship (Barton, Levstik 2004:50; Phillips 2000:11). For this orientation, the academic goal of “enhancing collective memory” means that history’s civic purpose is to provide “identity, cohesion and social purpose” (Seixas 2000:25).

History education often includes the storytelling of a range of “historical episodes” showing the nation’s origin and how the present form has come about, which “function to promote identification with the nation” (Barton, Levstik 2004:50). This process of identification with the nation-state can be deepened through teaching that makes use of first-person plural pronouns, such as “our history” and “we fought” (Barton, Levstik 2004:51). The crucial aim of this orientation is therefore to produce a sense of national identity in students.

The critics of the primacy of Memory History generally focus on the loss of a sense of diversity in the creation of an exclusive national narrative that is strongly focused on linear progress. This view is also accused of reproducing the status quo of inequality in society because “it implies the current distribution of wealth and power in society... reflects the natural order of things” (Rothenburg in Grosvenor 2000:148). It is generally contrasted with the disciplinary based approaches (Bertram 2012:431), which I discuss in relation to Analytical History and Critical History below.

The central civic focus of this orientation is to create a sense of identification with a particular nation state through teaching a narrative of the nation’s formation. The Memory History orientation sees chronological, national and politically focused narrative as the primary feature of an effective history education.

2.4.2 ANALYTICAL HISTORY: History should teach students to develop analytical thinking and skills

By contrast to the traditional viewpoint of Memory History, the second orientation, which I term Analytical History, establishes the goals of history to be more aligned with the progressive education focus in that it recognizes the constructed nature of knowledge. Analytical History’s primary purpose is “building historical knowledge and critiquing others’ historical accounts” (Seixas 2000:25). This

orientation therefore sees giving students access to the knowledge base of the subject as the primary objective.

For the purpose of contextualising the discussion of this orientation, the sociology of knowledge is useful. Young draws on theoretical categories devised by Bernstein to argue that the failure to teach in a way that foregrounds disciplinary approaches will result in students not gaining access to ‘powerful knowledge’. This ‘powerful knowledge’ cannot be accessed anywhere other than in a formal educational context because it is structured according to the academic discipline and cannot be accessed through everyday experiences (Young 2007:154).

There exists a well-established body of work discussing the disciplinary nature of history, which in turn has been recontextualised within history education (discussed below). Although not all history educationalists within this orientation draw explicitly on Bernstein or Young’s categories, a growing number have drawn on this literature in the last ten years to argue that school history should introduce students to the ways in which historical knowledge is constructed (Counsell 2011; Fordham 2012; Bertram 2008; 2012). This work has built on the ‘new history’ approaches of the SCHP and the longstanding discussions around “placing the discipline at the heart of an education in history” (Fordham 2012:245).

It is the view of those within this orientation that the structure of history as an academic discipline is made up of “two complementary and interlinking strands”. ‘Procedural’ knowledge relates to “procedures for conducting historical investigations”, whereas ‘substantive’ knowledge represents “statements of fact, propositions and concepts of history” (Dean 2004:102). What is critical for the induction of the history student into the discipline is the apprenticing of a ‘historical gaze’, which requires the ability to “understand the past in its own context and to approach it with empathy and imagination” (Bertram 2008:160). The view would be that history’s specialization therefore comes from its “mode of interrogation and the criteria for the construction of historical texts” (Bertram 2008:160).

The focus of this orientation is less on the content being taught and more on initiating students into the “ ‘ways of knowing’ that characterises history as an academic subject” (Barton, Levstik 2004:82). Analysis in history is when it is used in:

...searching for connections among disparate events to identify some developmental trend, causal pattern or argumentative structure – the causes and consequences...change over time, or how evidence can be used to produce accounts... to identify the connections, relationships, and structures that tie together individual events or pieces of evidence (Barton, Levstik 2004:69).

Those within this orientation argue that, given the nature of historical knowledge in particular, the risks involved in students not being taught analytical approaches are greater than simply excluding them from ‘powerful knowledge’. Teaching a simple narrative approach can result in students failing to recognise that there are alternative ways to access the past; that there are different interpretations of cause, consequence, significance, change and continuity. In the view of the Analytical History orientation, the presentation of history in a purely narrative style, as argued for in the Memory History orientation, opens a space for the use of history for indoctrination, which is in part why the debates between the so-called ‘traditional’ and ‘new history’ in the UK have been so vociferous. The proponents of a more traditional history approach drive a wedge between so-called ‘skills’ and ‘knowledge’ in their discussion of the primacy of content over skills (McGovern 2007:78), but history educationalists within the Analytical orientation argue that this is a “distracting dichotomy” as you cannot engage with the procedural skills without engaging with historical content (Counsell 2000). As Fines later wrote, “the practice of history is inextricably bound up with knowing history ... there is no true separation of content from skills and concepts, to separate them involves ripping to pieces the very fabric of history itself” (Fines 1987:103-104).

The aim of Analytical History is to enable children “to discover the past for themselves.” Whereas ‘old history’ could be described as “chalk-and-talk” coupled with “incessant note-taking” and “great chunks of chronological syllabus”, Analytical History is focused on “patch and thematic studies” and on analysing historical sources (Cannadine, Keating et al. 2011:165). Its most significant concern is with historical method in so far as it aims to introduce children “to the many ways in which history was constructed – and contested” (Cannadine, Keating et al. 2011:165).

Critics from within the Memory History orientation would argue that a lack of a clear national narrative in history teaching would result in a breakdown of national identity and fragmentation in society. By contrast, proponents of Critical History would argue that the analytical approach can fail to adequately prepare students for the society in which they live, and that school history education should perform more of a civic than an analytical role (Barton, Levstik 2004:27).

Analytical History therefore sees the primary purpose of school history as teaching students the principles of historiography which underpin the ways in which historical accounts are created. The civic benefit from having students who are able to engage critically with received accounts is seen as a valuable by-product, but not the primary goal.

2.4.3 **CRITICAL HISTORY: History should help students to participate in society**

Critical History sees its primary significance as providing a way of interacting with the present-day world. While this third orientation often operates within the framework of an analytical approach, it places greater emphasis on the role of history as supporting a “view of democracy – as participatory, pluralist, and deliberative” (Barton, Levstik 2004:35). Those within this orientation would argue that history education must be connected to contemporary issues in order for it to have any real meaning for students (Haydn 2011:38) and that drawing out the moral dimension of history is essentially unavoidable in effective history teaching (Petersen 2011:164). This orientation is much more clearly aligned with the needs for justice and the solving of issues in society. The focus on analytical thinking ensures that students understand the ways in which historical claims are “grounded” in evidence, so that students would be less “susceptible to any outrageous story they may be told” rather than for the sake of understanding the discipline for its own sake (Barton, Levstik 2004:83).

Barton and Levstik’s work *Teaching History for the Common Good* is a particularly lucid explanation of the purpose of history education as being for “an education that encourages citizens to deliberate about justice as part of their political culture” (2004:36). They outline the primary elements as:

1. Promoting “*reasoned judgement*”, which allows for training of responsible citizens who have the ability “not merely to choose but to judge options and possibilities” (Barber in Barton, Levstik 2004:36)
2. Encouraging an “*expanded view of humanity*”, which encourages students to look “beyond the narrow confines of our present circumstances and confronting us with the cares, concerns, and ways of thinking of people other than ourselves” (Barton, Levstik 2004:37)
3. Involving “*deliberation over the common good*” (Barton, Levstik 2004:38)

As opposed to the Memory History orientation, Critical History argues for the teaching of the national story, which focuses on “themes of pluralism and participation” rather than on the founding stories, which might alienate certain groups or venerate individuals who did not embody democratic and liberal ideals (Barton, Levstik 2004:61). Deliberate selection of narrative elements that favour pluralism and democracy can be seen as serving the goals of Critical History and an inclusive rather than exclusive nationalism.

Critics from within the Memory History orientation argue that adopting a Critical History approach will result in history being used to teach the “latest fashionable cause or value” (Furedi 2007:2). As discussed above, many within the Analytical History orientation would see historical thinking as having a role in helping students to be engaged with society. There are those who feel that the concern

with developing links with citizenship¹² will result in ‘presentism’, where the past is “plunder(ed) to produce convenient stories for present ends” (Lee 2011:65) rather than working towards a deep historical engagement. For those who adopt a more modernist assumption of historians as being neutral and pursuing “detached investigation”, moral judgements in history are beyond the bounds of the discipline’s purview (Peterson 2011:163).

Critical history therefore foregrounds the civic purpose of school history; if students only have a critical understanding of historiography without developing the abilities to engage in current day issues and be involved as active citizens, their history education will have been wasted.

2.4.4 Function of the three orientations

The above discussion has established three *ideal types*. They are in a sense artificial in that many history educationalists straddle one or more of the orientations. However, the purpose of demarcating these orientations is to isolate key ideas about the fundamental purpose of history education. This, in turn, will provide a lens through which to examine the shifts in the trajectory of the four reform moments and the ways in which academic and civic identity are imagined in the curriculum documents. The theoretical underpinning of the analysis of identity are Bernstein’s categories of instructional and regulative discourse.

2.5 Instructional and regulative discourse

The central concern of my investigation is around what concepts of academic and civic identity emerge from the four curriculum documents. These identities are sometimes explicit and consciously developed by the curriculum writers through drawing on concepts embedded in the orientations discussed above; they had a conception of the kind of history student and the kind of citizen they wished the teaching of the curriculum to produce. However, Bernstein’s categories also allow the researcher to examine the ways in which the structure of the curriculum itself and the pedagogic discourse that emerges imagine the academic student and citizen.

Drawing on the work of Althusser, Durkheim and Marx, Bernstein sees the ways in which education is framed and classified as being ideologically bounded (Bernstein 2000:28). For Bernstein, “the battle over curricula is also a conflict between different conceptions of social order and is therefore fundamentally moral” (Bernstein 1975:73). The underlying “educational code” is shaped by “principles of social control” (Bernstein 1975:78). Bernstein’s instrument for exploring the nature of the ideological superstructure that emerges in curriculum and pedagogy is through the *pedagogic*

¹² Citizenship is a school subject that was introduced to the English National Curriculum following the Crick Report in 1998 (Harris 2011:186). The subject Life Orientation performs a similar role in the South African curriculum.

device (Bernstein 2000:25). This device generates a “symbolic ruler of consciousness” (Bernstein 1990:156). For Bernstein, the pedagogic device is a set of related rules, a framework for describing the transformation of knowledge into pedagogic communication, consisting of *distributive rules*, *recontextualising rules* and *evaluative rules* (Bernstein 2000:28). Distributive rules regulate “relationships between power, social groups, forms of consciousness and practice” (Bernstein 2000:28). The recontextualising rules stem from the distributive rules and will “regulate the formation of specific pedagogic discourse” (Bernstein 2000:28). The evaluative rules are concerned with “recognising what counts as valid acquisition” of instructional and regulative discourses (Singh 2002:573). For my analysis, the most significant element of the pedagogic device is that of recontextualisation.

2.5.1 *Recontextualisation and pedagogic discourse*

Recontextualisation is the process whereby knowledge (for example history as a discipline) is transformed into educational knowledge (the subject history), often in the form of a curriculum document. Pedagogic discourse is the rule which results in the “embedding” of the *instructional discourse* (curricular content and competencies) in the *regulative discourse* (“social conduct, character and manner”) (Bernstein 2000:32; Singh 2002:573). What is of particular significance for Bernstein is that the regulative discourse is always dominant in this process of embedding (Bernstein 1990:159).

The instructional discourse creates “specialised skills and their relationship to each other”, but the instructional discourse is itself a recontextualised, imaginary subject discourse which has been de-located and re-located from the site of production (Bernstein 1990:160) and therefore undergoes an “ideological transformation” (Bertram 2012:5). The strength of the classification of the selection, sequence and pace of this ‘imaginary subject’ is governed by regulative discourse, which provides the moral ordering of ‘relations and identity’ (Bernstein 2000:32). Recontextualisation therefore creates not only “*a what* but *a whom*” (Thompson 2014: 37) for Bernstein: the ‘imaginary subject’ (1990:184).

The terms academic and civic identity are not ones that Bernstein uses directly, but they map onto these concepts of instructional and regulative discourse. Through the relationship of the two, the academic consciousness of the instructional discourse is generated by the conscience of the regulative discourse. The concept of the pedagogic device therefore allows me to unpack the structuring of identity in the history curriculum (Bernstein 2000:28).

2.6 Conclusion

In this chapter I have constructed three orientations towards the purpose of history education. The kinds of academic and civic identities that these orientations suggest are discussed in the first part of

the next chapter. Bernstein's concepts of recontextualisation, instructional and regulative discourses as aspects of the pedagogic device are explored. Through engaging with this recontextualising principle, I aim to draw out the "hidden voice" of pedagogic discourse and the identities that it produces (Bernstein 2000:38). The next chapter will outline the categories used to construct an analytic framework.

Chapter 3 ANALYTIC METHOD AND FRAMEWORK

3.1 Introduction

This study of four key curriculum documents is descriptive rather than prescriptive in nature. What is of particular interest to me are the kinds of academic and civic identities that the curriculums project, the extent to which the four documents align with the three orientations of history education outlined above, and how both of these aspects have shifted over time. I am also interested in the ways in which the curriculum documents expressly frame the civic goals of history education and the ways in which academic identity is implicitly embedded in civic identity.

The preceding chapter provided a construction of three orientations as *ideal types* of views of the purpose of history. These orientations were deduced from the history education literature. My central concern is with the ways in which the curriculum attempts to construct both academic and civic identities. The kinds of identities that each orientation would want to produce are therefore discussed below. These deductively derived categories drawn from the history literature are then combined with inductively inferred categories from the data to produce an analytic framework. Bernstein's concept of *classification* is also utilised to facilitate a discussion of the degree of specialisation of history within the curriculum.

It needs to be reiterated that history is a particularly difficult subject in which to pry apart the academic and civic elements of identity; the very nature of the subject content means that the two are always very closely intertwined. However, Bernstein's categories of recontextualisation and the creation of pedagogic discourse provides a deeper theoretical underpinning for this exploration of intended identity. The categorisation of civic and academic categories below is done with a clear sense that the academic can never be separated from the civic: the instructional discourse is embedded in the regulative discourse. Decisions about whether to focus on political or economic history, or national or global history are therefore decisions about what kind of citizen is desirable. The discussion of academic identity in relation to the instructional discourse therefore underpins the discussion of the regulative discourse; the elements of the analytic framework that are used to analyse academic identities have also been used to analyse the regulative discourse. Despite this, however, there are elements within the curriculum documents that are more related to regulative discourse—they are present in the curriculum documents not because they are historical, but because they are clearly civic in intention. These elements have been classified below as regulative discourse within the analytic framework.

3.2 Civic and Academic Identities within the Three Orientations

3.2.1 *Memory History: Identities*

3.2.1.1 *Academic identity*

The kind of academic identity associated with this orientation is focused on an understanding of a narrative of the particular country (often political in focus), as this facilitates the transmission of “a common culture and society’s values” (Keating and Sheldon 2011:12). The substantive element of history knowledge, stressed as “knowledge in the form of ‘content’”, is seen as “the heart of traditional school history” (McGovern 2007:78). There is therefore the use of a chronological narrative approach, which favours key moments in the formation of the nation.

Table 3-1: *Memory History: Academic Identities*

MEMORY HISTORY: ACADEMIC IDENTITIES
<ul style="list-style-type: none"> - Events developed in largely chronological order - Strong political focus - Focus on politicians’ and leaders’ actions as resulting in change - Focus on ‘great’ personalities - Focus on the formation of the nation state - Value on being able to recall facts and organise them in logical sequences of causation and significance

3.2.1.2 *Civic identity*

The civic identity of the ideal student proposed in the Memory History orientation is generally given in terms of giving students a sense of where they have come from, understanding their own history, and taking pride in their country (McGovern 2007:61). As discussed above, it is questionable as to how successful the curriculum can be in creating this strong sense of national identity, especially in non-homogenous or divided societies. There may be evidence of the presence of inclusive pronouns and a sense of building identification between the individual and the nation state.

Table 3-2: *Memory History: Civic Identities*

MEMORY HISTORY: CIVIC IDENTITIES
<ul style="list-style-type: none"> - Clear understanding of national story - Sense of where students have come from and understanding their own history - Taking pride in their country and strong sense of national identity

3.2.2 *Analytical History: Identities*

3.2.2.1 *Academic identity*

For Analytical History, the academic identity is formed through students adopting the *procedural concepts* of change and continuity, significance, and evaluating evidence in history. Although content might still have a narrative form, it is balanced with a clear sense that the narratives are constructed interpretations rather than given facts. There may also be a use of depth studies, thematic studies or the use of turning points to select content (SCHP 1976:29). A clear understanding of both the procedural and substantive content will result in students adopting a ‘historical gaze’ (Bertram 2012:436).

Table 3-3: *Analytical History: Academic Identities*

ANALYTICAL HISTORY: ACADEMIC IDENTITIES
<ul style="list-style-type: none"> - Focus on historical concepts of causation, significance, similarity and difference, and change over time - Understanding how historical accounts are created through the use of relics of the past as evidence, and engaging with historical interpretations - Fewer events covered in more depth through depth studies, thematic studies or the use of turning points - Less concern with overall narrative - A clear sense that the narratives are constructed interpretations rather than given facts, but with a sense that some interpretations are better than others - Interest in both leaders and ordinary people’s roles in events

3.2.2.2 *Civic identity*

The imagined civic identity that Analytical History will attempt to generate is that of critical thinking and exploring others’ points of view (Haydn 2011:34). Through adopting a ‘historical gaze’ students are able to “develop greater tolerance but also to recognise the forces that act upon citizens as they create specific forms of society” (Davies 2000:144). Wineburg argued that “history teaches us a way to make choices, to balance opinions, to tell stories, and to become uneasy – when necessary – about the stories we tell” (Wineburg 2001:ix), and that “history holds the potential of humanising us in ways offered by few other areas in the school curriculum” (Wineburg 2001:5). In critiquing the 2013 draft revisions to the history national curriculum, Counsell wrote of the desire for an “undiluted, rigorous,

disciplinary experience of history” as being critical, so that “plumber, policeman and politician know enough to sniff out the populist myth” (Counsell, Hall 2013:23). However, for Analytical History, the role of history as producing “emancipatory” civic identities lies primarily in the ability of students to engage with differing historical interpretations (Counsell 2011:202) rather than in deliberation over current issues, as is the case with Critical History. It could be said that academic identity is valued over the civic identity.

Table 3-4: Analytical History: Civic Identities

ANALYTICAL HISTORY: CIVIC IDENTITIES
<ul style="list-style-type: none"> - Critical thinking - Understanding various viewpoints - Questioning received accounts and ideas in terms of their historical accuracy

3.2.3 Critical History: Identities

3.2.3.1 Academic identity

The academic identity of Critical History does still focus on critical thinking as having an understanding of “the causes of historical events and processes, their relative significance, the potential outcomes of alternative courses of action” and to provide the basis for an assessment of “the impact of the past on the present” (Barton, Levstik 2004:36). Those within this orientation would argue that the only way to avoid crude moralistic teaching in history is to have a clear understanding of how historical accounts are constructed (Petersen 2011:164). According to this orientation, understanding the ways in which historical accounts are created, particularly in relation to bias and reliability allows students to avoid political gullibility (Barton, Levstik 2004:83). There are therefore overlaps between this orientation’s academic identities and those of Analytical History.

According to this orientation, the substantive content should be focused on world history rather than just national history, in order to help students understand that their “own society represents not a timeless or universal standard, but simply one set of alternatives among many” (Barton, Levstik 2004:37). This is in sharp contrast to Memory History. There is also the potential for content to serve the purposes of Critical History, such as “the changing roles of women...on the suffragettes” in relation to a “commitment to equal opportunities and gender equality” (Davies 2000:145). The focus of the topics chosen should be to allow scope for students to deliberate over the social good:

students should be exposed to historical topics that force them to consider issues of justice – the impact of racism, for example, or gender roles, dictatorship, warfare, colonialism, economic relations...In addition, students should have the chance to discuss the justice of past events or social arrangements, as well the justice of their legacy’ (Barton, Levstik 2004:39).

The thematic approach of these topics is significant for Critical History's academic identities.

The other key academic aspect within this orientation is that of deliberation. Students should be encouraged to discuss and debate the implications of what they are learning and how they "apply to concrete circumstances (whether historical or contemporary)" (Barton, Levstik 2004:40). A key part of this process will also be to examine alternative points of view on a topic, and to discuss ways in which the status quo in society could be different (Harris 2011:191).

Overall, therefore, the academic identities prized in Critical History are those of critical thinking, but particularly directed towards how the problems of today's society can be solved; this will be achieved through an understanding of the ways in which people have experienced injustice in the past and how current injustices have come about, and through learning about histories from other contexts.

Table 3-5: Critical History: Academic Identities

CRITICAL HISTORY: ACADEMIC IDENTITIES
<ul style="list-style-type: none"> - Interest in ordinary people, particularly marginalised groups - Interest in leaders, only in terms of understanding the impact of their lives and actions on society as a whole - Interest in issues of social justice, human rights and freedom - Focus on national and local in relation to understanding current society's challenges - Emphasis on global content to provide different points of view - Historical thinking in order to engage as citizens in current day problems - Focus on critical thinking - Debate and discussion - Working with and evaluating evidence in history in terms of bias and control

3.2.3.2 *Civic identity*

The imagined civic identity of Critical History is bound up with students being prepared for "participation in democratic life" (Barton, Levstik 2004:28). In particular, there must be a focus on students developing into citizens who are concerned for others in their society and are able to deliberate over how to face their society's challenges (Barton, Levstik 2004:32). Students should also learn about their own values and how these relate to those around them (Peterson 2011:168). Overall, the civic identity expects students to be engaged in their society in the present as a result of their studies of the

past. The civic identity is primary for Critical History, and the academic identity serves to fulfil this goal.

Table 3-6: Critical History: Civic Identity

CRITICAL HISTORY: CIVIC IDENTITIES
<ul style="list-style-type: none"> - Major focus on deliberating about ways to face problems facing present day society - Personal values understood in relation to others in society

The identities that the three orientations would want to produce are summarised in Table 3-7 and Table 3-8. These deductively derived categories will be combined with inductively inferred categories from the data to form the basis of an analytic framework.

Table 3-7: Summary Academic Identities for the Three Orientations

ACADEMIC IDENTITY		
MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
<ul style="list-style-type: none"> - Events developed in largely chronological order - Strongly political focus - Focus on politicians' and leaders' actions as resulting in change - Focus on 'great' personalities - Focus on the formation of the nation state - Value on being able to recall facts and organise them in logical sequences of causation and significance 	<ul style="list-style-type: none"> - Focus on historical concepts of causation, significance, similarity and difference, and change over time - Understanding how historical accounts are created through use of relics of the past as evidence, and engaging with historical interpretations - Fewer events covered in more depth through depth studies, thematic studies or the use of turning points - Less concern with overall narrative - A clear sense that the narratives are constructed 	<ul style="list-style-type: none"> - Interest in ordinary people, particularly marginalised groups - Interest in leaders, only in terms of understanding the impact of their lives and actions on society as a whole - Interest in issues of social justice, human rights and freedom - Focus on national and local in relation to understanding current society's challenges - Emphasis on global content to provide different points of view

SHIFT IN ACADEMIC AND CIVIC IDENTITY IN FOUR HISTORY CURRICULUMS

	<p>interpretations rather than given facts, but with a sense that some interpretations are better than others</p> <ul style="list-style-type: none"> - Interest in both leaders' and ordinary people's role in events 	<ul style="list-style-type: none"> - Historical thinking in order to engage as citizens in current day problems - Focus on critical thinking - Debate and discussion - Working with and evaluating evidence in history in terms of bias and control
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Table 3-8: Summary Civic Identities for Three Orientations

CIVIC IDENTITY		
MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
<ul style="list-style-type: none"> - Clear understanding of national story - Sense of where students have come from and understanding their own history - Taking pride in their country and strong sense of national identity 	<ul style="list-style-type: none"> - Critical thinking - Understanding various viewpoints - Questioning received accounts and ideas in terms of their historical accuracy 	<ul style="list-style-type: none"> - Major focus on deliberating about ways to face problems facing present day society - Personal values understood in relation to others in society

3.3 Analytic Framework

The analytic framework was constructed through an iterative process of engaging with the history education literature and the data. Elements of the analytic framework are therefore based around the deductively derived academic and civic identities from the constructions of *ideal types* of the three orientations, but other elements correspond to the initial inductive categorisation of the data. What follows is a discussion of the analytic framework, which will provide the tool to examine the data and allow it to then be interpreted in light of the above *ideal types*. The inductive categories from within the data and the categories deduced from the history literature were therefore brought together to develop the analytic framework.

The full discussion of the methodology deployed to constitute the data set is described in the next chapter. In summary:

The substantive content element of the curriculum documents is divided into:

- 1) Topics
- 2) Elaborated Content

The explicit aims, procedural skills and historical concepts are combined into:

- 3) Purpose Statements

Each element of the analytic framework examines different combinations of the above three data divisions.

In the analytic framework, the **academic identities** are seen through:

- A) The Organising Principle of the content
- B) The Content prescribed in relation to:
 - a. Focus
 - b. Region
- C) The Key Competencies that are privileged
- D) The degree of specialisation in relation to Classification

The **civic identities** are seen through:

- A) The Citizen-Society Relation that is established
- B) The Regional Scope of the citizenship

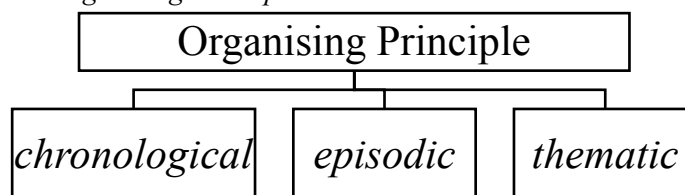
These elements are discussed and expanded upon below.

3.3.1 INSTRUCTIONAL DISCOURSE – Academic Identity:

3.3.1.1 Content Organising Principle

The first element of the analytic framework is the Content Organising Principle. The *topics* and *elaborated content* are categorised as *chronological (Ch)*, *episodic (Ep)* and *thematic (Th)*.

Figure 3-1: Content Organising Principle Divisions



This element examines the extent to which the content has been organised as a continuous narrative, key episodes and turning points, or the tracing of a theme. The measure of the content Organising

Principle is according to a scale of weak, moderate or strong. Curriculums may be coded as a hybrid of two different Organising Principles.

For the content to be coded as *chronological*, *topics* should be listed with specific, contiguous dates indicating the period covering a range of events; there should be an extensive, detailed list of content to be covered within the *elaborated content* with a focus on the actions of individuals within a narrative (Hallden 1997:205); and the different *topics* should be covered in equal depth. An example of a curriculum that would be coded in part as *chronological* is NC2014, which provides specific chronology within the topics from 1066 – the present day.

For the content to be coded as *episodic*, *topics* generally be identified as key events or turning points in a narrative or as depth studies; dates might be given, but there will be jumps in time; the *elaborated content* will be organised around key events and colligatory terms rather than the creation of an overall narrative across all the topics; there will be a variation of depth and overview. A colligatory concept is:

a higher order concept that brings a series of events together by describing them from an aspect that makes them intelligible or relevant in an explanation. (Hallden,1997:204).

Therefore “The Mineral Revolution” would be an example of a colligatory concept. An example of a curriculum which makes use of a more *episodic* approach would be CAPS, which has jumps in the topics from “The transatlantic slave trade” to “colonisation of the Cape 17th – 18th centuries” to “Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century” (CAPS:34-36).

For the content to be coded as *thematic*, dates might be given, but there will be jumps in time; the *elaborated content* will be organised as “lines of development” or themes through time. An example of a curriculum which adopts a *thematic* approach is C2005, which gives content in non-date specific times according to thematic approaches such as “demonstrate a critical understanding of how South African society has changed and developed” (C2005:HSS4).

Table 3-9: Content Organising Principle Analytic Framework

CONTENT ORGANISING PRINCIPLE		
Code	Explanation	Measure
• <i>Chronological (Ch)</i>	<ul style="list-style-type: none"> - specific, contiguous dates given indicating the period covering a range of events - there should be an extensive, detailed list of content to be covered within the <i>elaborated content</i> with a focus on the actions of individuals within a narrative - the different <i>topics</i> should be covered in equal depth 	• Scale: weakly/ moderately / strongly
• <i>Episodic (Ep)</i>	<ul style="list-style-type: none"> - be identified as key events or turning points in a narrative or as depth studies - dates might be given, but there will be jumps in time - the <i>elaborated content</i> will be organised around key events and colligatory terms rather than the creation of an overall narrative across all the topics - there will be a variation of depth and overview 	
• <i>Thematic (Th)</i>	<ul style="list-style-type: none"> - dates might be given, but there will be jumps in time - the <i>elaborated content</i> will be organised as ‘lines of development’ or as themes through time 	

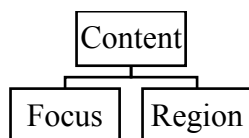
Table 3-9 summarises this element of the analytic framework.

Table 3-9: Content Organising Principle Analytic Framework

CONTENT ORGANISING PRINCIPLE		
Code	Explanation	Measure
• Chronological (Ch)	<ul style="list-style-type: none"> - specific, contiguous dates given indicating the period covering a range of events - there should be an extensive, detailed list of content to be covered within the <i>elaborated content</i> with a focus on the actions of individuals within a narrative - the different <i>topics</i> should be covered in equal depth 	• Scale: weakly/ moderately / strongly
• Episodic (Ep)	<ul style="list-style-type: none"> - be identified as key events or turning points in a narrative or as depth studies - dates might be given, but there will be jumps in time - the <i>elaborated content</i> will be organised around key events and colligatory terms rather than the creation of an overall narrative across all the topics - there will be a variation of depth and overview 	
• Thematic (Th)	<ul style="list-style-type: none"> - dates might be given, but there will be jumps in time - the <i>elaborated content</i> will be organised as ‘lines of development’ or as themes through time 	

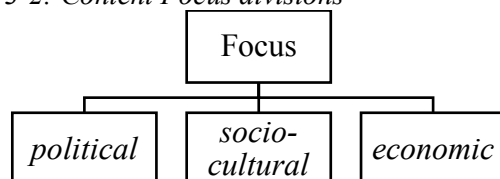
3.3.1.2 Content

This element of the framework examines the content choice within the curriculum documents. It is divided as follows:



3.3.1.2.1 Focus

Figure 3-2: Content Focus divisions



The Focus of the curriculum is identified as being either *political*, *socio-cultural* or *economic*. These divisions are developed according to common ways of categorising content within history. Both elements of the content, *topics* and *elaborated content*, are examined. This element is measured as a percentage.

Content is coded as *political* if it relates to activities or policies of a government or to changes in government or the actions of individuals in prominent positions related to governance. Within the *topic* of ‘The kingdom of Mali and the city of Timbuktu’ in the CAPS curriculum there are examples of all three focuses. An example of *elaborated content* coded as *political* is “Mansa Musa at the height of his powers early 14th century” (CAPS:33).

Content is coded as *socio-cultural* if it relates to religious practices or belief systems; aesthetics and art forms; cultural practices; the daily lives of ordinary citizens; or the ways in which society is organised. An example of *elaborated content* coded as *socio-cultural* within the Mali *topic* is “the spread of Islam across North Africa and into West Africa via traders in the 9th century” (CAPS:33).

Content is coded as *economic* if it relates to the economy; the production and distribution of wealth, commodities and land; or to labour practices. An example of *elaborated content* coded as *economic* within the Mali *topic* is “goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers” (CAPS:33).

Content can be coded as multiple focuses if appropriate. For example, the *elaborated content point*, “Overview of long-term causes: Nationalism, industrial economies, control of seas, colonisation and empires” within the CAPS *topic* “World War I” (CAPS:40) would be coded as both *political* for “nationalism” and *economic* for “industrial economies”.

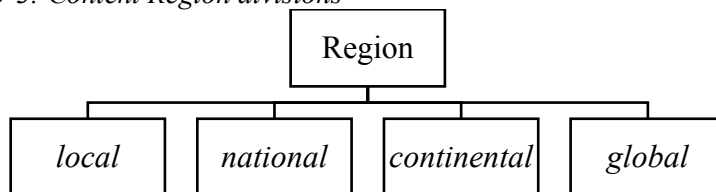
Table 3-10 outlines the Content Focus element of the analytic framework.

Table 3-10: Content Focus Analytic Framework

CONTENT		
Code	Explanation	Measure
FOCUS:		
• Political (P)	Content is coded as <i>political</i> if it relates to: <ul style="list-style-type: none"> - activities or policies of a government - changes in government - the actions of individuals in prominent positions related to governance. 	• Percentage measure
• Socio-Cultural (SC)	Content is coded as <i>socio-cultural</i> if it relates to: <ul style="list-style-type: none"> - religious practices or belief systems - aesthetics and art forms - cultural practices - the daily lives of ordinary citizens - the ways in which society is organised. 	
• Economic (E)	Content is coded as <i>economic</i> if it relates to: <ul style="list-style-type: none"> - the economy - the production and distribution of wealth, commodities and land - labour practices 	

3.3.1.2.2 Region

Figure 3-3: Content Region divisions



Both the *topics* and *elaborated content* are categorised according to whether they relate to a *local*, *national*, *continental* or *global* Region. Both elements of the content, *topics* and *elaborated content*, are examined. This element is measured as a percentage.

Content is coded as *local* if it relates to the sub-divisions within the nation state (e.g. province/ county/ town/ city). One of the listed examples in “A unit which extends the study of the core British study

units” is “The impact of the Industrial Revolution on a local area” (NC1991:47). This would be coded as *local*.

Content is coded as *national* if it relates to the political entity generally related to the current-day nation state. For NC1991 and NC2014 this would be England/ United Kingdom and for C2005 and CAPS it would be South Africa. Within C2005, the *topic* “Demonstrate a critical understanding of how South African society has changed and developed” (C2005:HSS2) is an example that is coded as *national*.

Content is coded as *continental* if it relates beyond the particular nation state and has a focus on the continent. For NC1991 and NC2014 this would be Europe and for C2005 and CAPS it would be Africa. An example of a topic which is coded as *continental* is within the *topic* “The Roman Empire”, “Pupils should be taught about Ancient Rome and how it helped shape the course of European history” (NC1991:37).

Content is coded as *global* if it relates to Regions beyond the nation state or continent. The topic “A unit involving the study of a past non-European society” (NC1991:48) would be coded as *global*.

If content relates to multiple focuses, it will be coded multiple times. For example, the *elaborated content* point, “Passenger Indians 1869 onwards” (CAPS:37) is relevant to both a *national* and a *global* Regional Focus.

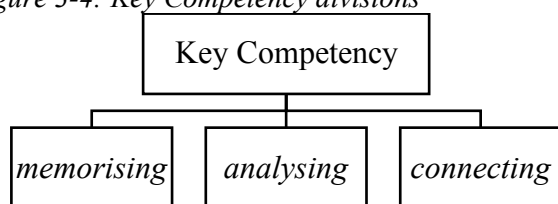
Table 3-11 outlines this element of the analytic framework.

Table 3-11: Content Region Analytic Framework

CONTENT		
Code	Explanation	Measure
REGION		
• Local (L)	- Content is coded as <i>local</i> if it relates to the sub-divisions within the nation state (e.g. province/ county/ town/ city)	• Percentage measure
• National (N)	- Content is coded as <i>national</i> if it relates to the political entity generally related to the current-day nation state	
• Continental (Con)	- Content is coded as <i>continental</i> if it relates beyond the particular nation state and has a focus on the continent	
• Global (G)	- Content is coded as <i>global</i> if it relates to Regions beyond the nation state or continent.	

3.3.1.3 Key Competency

Figure 3-4: Key Competency divisions



The *purpose statements* are examined in relation to the Key Competency they advocate. They are coded as either *memorising*, *analysing* or *connecting* and measured according to both a percentage and a scale of relative strength. The *purpose statements* are coded as either highly, moderately or weakly visible or mostly invisible.

Key competencies will be coded as *memorising* when they use language of being able to recall/ describe facts, emphasise the informational aspect of knowledge or emphasise retelling a coherent narrative. An example of a *purpose statement* which is coded as *memorising* is that pupils should “know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day” (NC2014:94).

Key competencies will be coded as *analysing* when they use the language of ‘doing’ history/ historical thinking; use the language of critical thinking/ evaluating; use the language of the key disciplinary concepts of: change, continuity, significance, working with and evaluating evidence in history and evaluating historical interpretations. An example of a *purpose statement* which is coded as *analysing* is that pupils should “understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed” (NC2014:94).

Key competencies will be coded as *connecting* when they describe historical thinking in order to engage as citizens; when students are encouraged to empathise, debate and discuss, deliberate, reach judgements and devise practical action. There may also be emphasis on working with and evaluating evidence in history in terms of bias and control, and an emphasis on evaluating historical interpretations with a foregrounding of the importance of point of view. An example of a *purpose statement* which is coded as *connecting* is that “history helps pupils to understand...the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time” (NC2014:94).

These key competencies are sometimes history specific and at other times not, but the strength of the specialisation of historical identity will be discussed in relation to Classification.

Table 3-12 summarises this element of the analytic framework.

Table 3-12: Key Competency Analytic Framework

KEY COMPETENCY		
Code	Explanation	Measure
• Memorising (Me)	Key competencies will be coded as <i>memorising</i> when they: <ul style="list-style-type: none"> - use language of being able to recall/ describe facts - emphasise the informational aspect of knowledge - emphasises retelling a coherent narrative 	• Percentage measure • Scale of visibility: highly/ moderately/ weakly visible or mostly invisible
• Analysing (An)	Key competencies will be coded as <i>analysing</i> when they: <ul style="list-style-type: none"> - use the language of ‘doing’ history/ historical thinking - use the language of critical thinking/ evaluating - use the language of the key disciplinary concepts of: <ul style="list-style-type: none"> ○ change ○ continuity ○ significance ○ working with and evaluating evidence in history ○ evaluating historical interpretations 	
• Connecting (Co)	Key competencies will be coded as <i>connecting</i> when they: <ul style="list-style-type: none"> - describe historical thinking in order to engage as citizens - are able to empathise - encourage debate and discussion - encourage deliberation and reaching judgements and practical action - emphasise working with and evaluating evidence in history in terms of bias and control - emphasise evaluating historical interpretations with a foregrounding of the importance of point of view 	

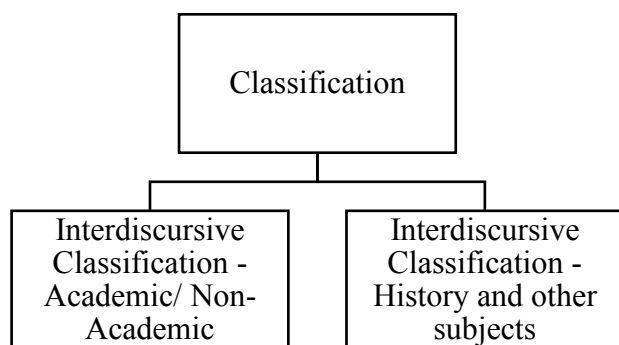
In order to engage with the degree to which the academic identities are specialised as historical through the curriculum, Bernstein’s concept of *classification* will be used.

3.3.1.4 *Classification*

Classification is to do with the boundaries between contents (Bernstein, 1975:80) and explicates the power relations between categories and groups (Bernstein, 2000:5). If the Classification between content areas is weak, then there will be a reduction of insulation between different subject-specific areas and a tendency to work in an inter-disciplinary way (Bernstein, 1975:80). If the Classification is strong, then there will be a very clear insulation between the various content discourses (Bernstein, 2000:7). Classification also relates to the regulation of the outwards “social order” and the inwards “order within the individual” (Bernstein, 2000:7). The evaluation of the strength of the Interdiscursive Classification is a useful mechanism for unpacking the degree to which students are given access to specialist history knowledge and the ways in which the student’s identity as a history student is specialised.

For my purposes, I will consider Classification in terms of two kinds of interdiscursive boundaries.

Figure 3-5: *Interdiscursive Classification divisions*



3.3.1.4.1 *Interdiscursive Classification – Academic/ Non-Academic*

The first aspect of Interdiscursive Classification is between academic knowledge and non-academic knowledge. Where there are clearly defined boundaries between academic and non-academic knowledge, this is coded as being strongly classified (C⁺). An example of content to be covered which is strongly classified as history-specific knowledge is:

Pupils should be taught about ancient Rome and how it helped shape the course of European history. The main focus should be on the growth and extent of the Roman Empire, Roman society and government, and the legacy of Imperial Rome. (NC1991:37)

Where there is integration or blurring of boundaries between academic and non-academic knowledge, the contents are coded as being weakly classified (C⁻). An example of a weakly classified *purpose statement* that does not relate to history-specific knowledge is in C2005: “Relations within and between communities are critically understood” (C2005:HSS9).

3.3.1.4.2 Interdiscursive Classification - Historical/Other Subject Knowledge

The next level of Classification is between history and other subjects. Clearly defined boundaries between history and other subjects are coded as being strongly classified (C^+). “World War I (1914 – 1918)” (CAPS:40) is an example of a strongly classified *topic*.

Where there is integration or blurring of boundaries between history and other subjects, this is coded as being weakly classified (C^-). An example of a weakly classified academic *elaborated content* point from C2005, which shows collapsing of boundaries with geography is “links between the ecosystem to include the role of the atmosphere, ocean and coastal systems in linking energy flows” (C2005:HSS 2).

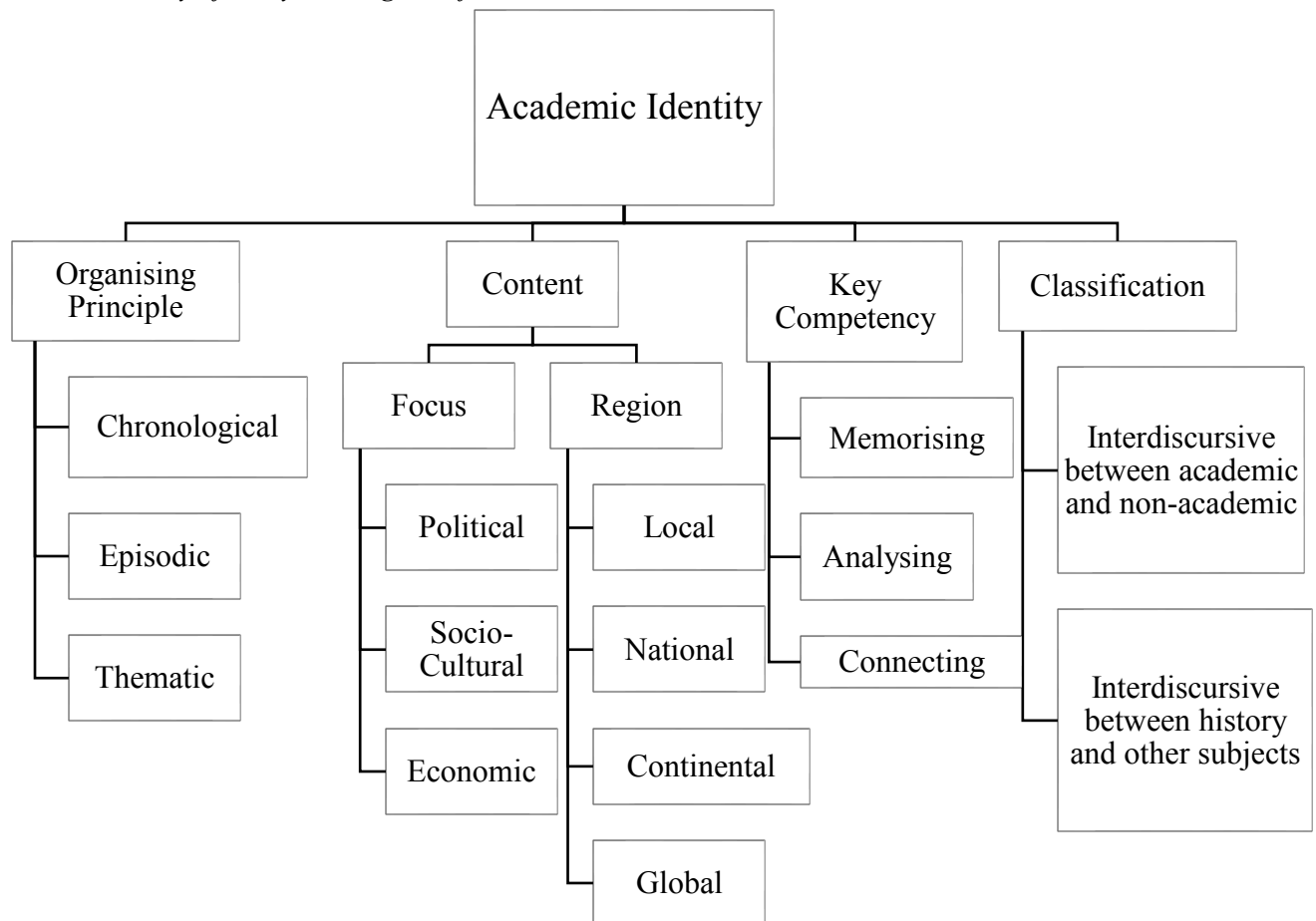
Both elements of Classification are explained using examples in Table 3-13. The strength of both types of Interdiscursive Classification has been considered across the curriculum as a whole rather than in atomised detail. While all aspects of *topics*, *elaborated content* and *purpose statements* are examined, individual cases are not counted, but a general impression is generated.

Table 3-13: Classification Analytic Framework

CLASSIFICATION		
Code	Explanation	Measure
1.1. INTERDISCURSIVE CLASSIFICATION (<i>between academic and non-academic</i>)		
• <i>Strongly classified C⁺</i>	Makes no to occasional reference to non-academic knowledge, and privileges specialised historical knowledge.	• Weakness/ Strength
• <i>Weakly classified C⁻</i>	Makes frequent to constant reference to non-academic knowledge.	
1.2. INTERDISCURSIVE CLASSIFICATION (<i>between history/ geography</i>)		
• <i>Strongly classified C⁺</i>	Makes no to occasional reference to other subject knowledge, and privileges historical knowledge.	• Weakness/ Strength
• <i>Weakly classified C⁻</i>	Makes frequent to constant reference to other subject knowledge.	

Through following the variation across the key dimensions of the academic identity and categorising the relative interdiscursive specialisation of the academic identity, I will be able to trace a particular curriculum in relation to the orientations. I am expecting that the curriculum documents will have elements of all three orientations within the projected academic identity, however, this will itself be revealing. The discussion of instructional discourse will involve analysing academic identities.

Figure 3-6: Summary of analytic categories for academic identities



3.3.2 REGULATIVE DISCOURSE - Civic Identity:

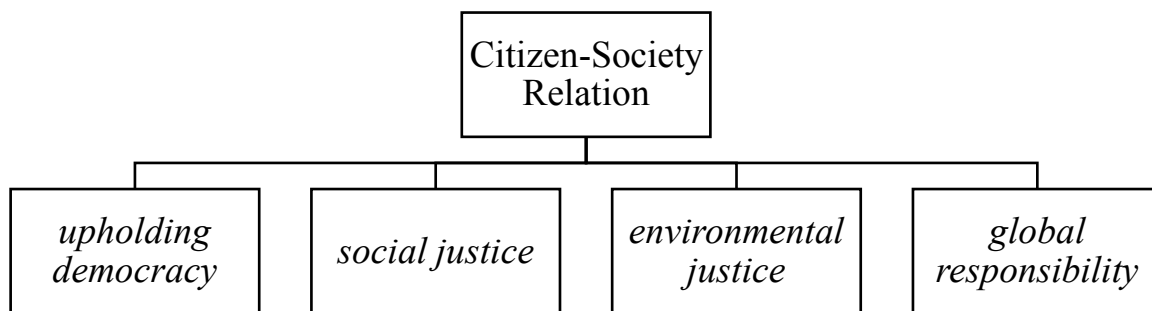
As mentioned above, it is in a sense mechanistic to pull apart the civic and academic identity within history education. As will be discussed in Chapter 4, the academic identities which emerge from the Curriculum Organising Principle, Region and Focus, Key Competency and Classification have implications for the kinds of civic identities which the history curriculum would want to produce. The rules governing the creation of pedagogic discourse provided within the Bernsteinian framework bolster an understanding that no education is purely academic and that a “moral order” is created through the functioning of the pedagogic device (Bernstein,1990:159). These regulative discourses will be discussed in relation to the academic identities drawn out in the previous section of the analytic framework. However, there are elements within all four history curriculums which are clearly civic in

intention rather than historical; their presence in the curriculum is due to the sense that the curriculum writers had that schooling (particularly history schooling) should produce certain kinds of citizens. These are therefore generally explicit civic aims rather than the implied civic aims which emerge from the analysis of the academic identities. These explicit civic identities are analysed through:

- A) Citizen-Society Relation
- B) The Regional Scope of citizenship

3.3.2.1 *Citizen-Society Relation*

Figure 3-7: *Citizen-Society divisions*



The categories for the Citizen-Society Relation emerged primarily from an engagement with the data, and extended where appropriate from the literature. The *purpose statements* are analysed in relation to *upholding democracy*, *social justice*, *environmental justice* or *global responsibility*.

Elements will be coded as *upholding democracy* when they use the language of supporting democracy or the constitution; or when they involve content relating to the development of voting and democratic systems. An example of *upholding democracy* is “analyse similarities and differences between democratic processes in South Africa and at least two other countries” (C2005: HSS15).

Elements will be coded as *social justice* if they use the language of creating equality; discuss topics of race, gender, poverty, discrimination, human rights and societal redress; use narrative elements which deal with concerns of pluralism, justice and the agency of individuals in changing their situation – slavery, women’s suffrage, human rights issues, the end of apartheid, the Holocaust and genocide etc.; if they use the language of creating empathy and recognising difference in points of view. An example of *social justice* is the topic “The Universal Declaration of Human Rights after World War II” (CAPS:43).

Elements will be coded as *environmental justice* if they use the language of environmental management and human impact on the environment. An example of *environmental justice* is “encouraging civic responsibility and responsible leadership, including raising current social and

environmental concerns” (CAPS:9). As with the other elements of the analytic framework, if elements are relevant to more than one aspect of the Citizen-Society Relation, then they will be coded multiple times. This particular *purpose statement* would be coded as both *environmental justice* and *social justice*.

Elements will be coded as *global responsibility* if they use the language of globalisation and creating global citizens who face the problems of global society. An example of *global responsibility* is “History helps pupils to understand...the challenges of their time” (NC2014:94).

Table 3-14 summarises these categories.

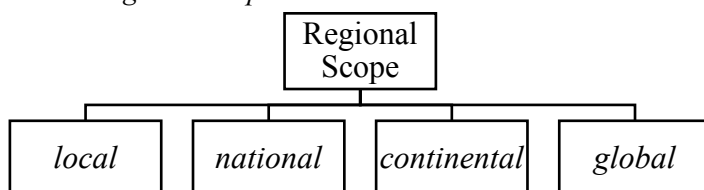
Table 3-14: Citizen-Society Analytic Framework

CITIZEN-SOCIETY RELATION		
Code	Explanation	Measure
• <i>Upholding democracy (UD)</i>	Elements will be coded as <i>upholding democracy</i> when they: <ul style="list-style-type: none"> - use the language of supporting democracy or the constitution - involve content relating to the development of voting and democratic systems 	• Percentage measure
• <i>Social justice (SJ)</i>	Elements will be coded as <i>social justice</i> if they: <ul style="list-style-type: none"> - use the language of creating equality - discuss topics of race, gender, poverty, discrimination, human rights and societal redress - use narrative elements which deal with concerns of pluralism, justice and the agency of individuals in changing their situation – slavery, women’s suffrage, human rights issues, the end of apartheid, the Holocaust and genocide etc. - if they use the language of creating empathy and recognising difference in points of view 	
• <i>Environmental justice (EJ)</i>	Elements will be coded as <i>environmental justice</i> if they: <ul style="list-style-type: none"> - use the language of environmental management and human impact on the environment 	

• Global responsibility (GR)	Elements will be coded as <i>global responsibility</i> if they: <ul style="list-style-type: none"> - use the language of globalisation and creating global citizens who face the problems of global society. 	
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3.3.2.2 Regional Scope of Citizenship

Figure 3-8: Regional Scope divisions



The choice made about which regions are covered by the curriculum is an element of both the academic and civic identity. However, the major difference is that whereas in analysis of the academic identity, the *topics* and *elaborated content* were under consideration, for the civic identity, it is the *purpose statements* which are analysed. Through drawing this distinction, it is possible to compare the expressed aims of the curriculum contained in the *purpose statements* in relation to Regional Scope and the actual Regional Focus contained in the content of the curriculum. Table 3-15 below resembles the Region table within academic identity, but contains examples relevant to this *purpose statement* element of the curriculum documents.

Purpose statements are coded as *local* if they relate to the sub-divisions within the nation state (e.g. province/ county/ town/ city). An example of a *purpose statement* coded as *local* is “This will be evident when learners identify links between *local*, regional and national developments” (C2005:HSS8 emphasis mine). In this case, the *purpose statement* would be coded as both *local* and *national*.

Purpose statements are coded as *national* if they relate to the political entity generally related to the current-day nation state. For NC1991 and NC2014 this would be England/ United Kingdom and for C2005 and CAPS it would be South Africa. An example of a *purpose statement* coded as *national* is “explaining and encouraging the values of the South African Constitution” (CAPS:9).

Purpose statements are coded as *continental* if they relate beyond the particular nation state and have a focus on the continent. For NC1991 and NC2014 this would be Europe and for C2005 and CAPS it would be Africa. An example of a *purpose statement* coded as *continental* is “Identify key stages in the development of African nationalism and the struggle for decolonisation and liberation in Southern Africa” (C2005:HSS6).

Purpose statements are coded as *global* if they relate to Regions beyond the nation state or continent. The following *purpose statement*:

SHIFT IN ACADEMIC AND CIVIC IDENTITY IN FOUR HISTORY CURRICULUMS

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristics features of past non-European societies; achievements and follies of mankind (NC2014:94)

would be coded as *global*.

In cases where multiple Regions are indicated, the *purpose statement* will be coded multiple times in relation to the various Regional Scope. For example, the *purpose statement*, “preparing young people for local, regional, national, continental and global responsibility” (CAPS:9) would be coded as *local*, *national*, *continental* and *global*.

Table 3-15: Summary table of Regional Scope for Civic Identity

REGIONAL SCOPE		
Code	Explanation	Measure
• Local (L)	- <i>Purpose statements</i> are coded as <i>local</i> if they relate to the sub-divisions within the nation state (e.g. province/ county/ town/ city)	• Percentage measure
• National (N)	- <i>Purpose statements</i> are coded as <i>national</i> if they relate to the political entity generally related to the current-day nation state	
• Continental (Con)	- <i>Purpose statements</i> are coded as <i>continental</i> if they relate beyond the particular nation state and have a focus on the continent	
• Global (G)	- <i>Purpose statements</i> are coded as <i>global</i> if they relate to Regions beyond the nation state or continent.	

3.3.3 Framework for Identities within Three Orientations

The above discussion of the civic and academic identity provides a structure through which the three ideal type orientations can be identified in terms of the types of identity that they seek to produce. The analytic framework was then constructed through bringing together the deductively derived categories of the identities within the three orientations and inductively inferred categories from the data. This analytic framework will provide the tool through which the curriculum documents will be analysed. What remains is to provide a codified way in which to identify which orientation or combination of orientations characterise each of the four curriculum documents.

Table 3-16 and Table 3-17 summarise the above discussion of both academic and civic identities in the three orientations in terms of the possible axes of variation to be found within the results of the analysis. It shows what would be expected in order to locate the curriculum document within a particular orientation/ hybrid of orientations.

Table 3-16: Academic Identities Three Orientations in relation to the analytic framework

ACADEMIC IDENTITY		
MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
ORGANISING PRINCIPLES		
Chronological Events developed in largely <i>chronological</i> order Strong Organising Principle	Episodic/ Depth Studies Fewer events covered in more depth (<i>episodic</i> Organising Principle) Less concern with overall narrative A clear sense that the narratives are constructed interpretations rather than given facts, but with a sense that some interpretations are better than others	Thematic Strong <i>thematic</i> Organising Principle
CONTENT		
FOCUS		
Strongly political Focus Focus on politicians and leaders' actions as resulting in change Focus on 'great' personalities Focus on the formation of the nation state	Balance in political/ socio-cultural/ economic Focus Breadth/ Depth approach Interest in both leaders and ordinary people's role in events	Socio-cultural/ economic/ political Focus with emphasis on social justice topics Interest in ordinary people, particularly marginalised groups Interest in leaders in terms of understanding the impact of their lives and actions on society as a whole Interest in topics of social justice, human rights and freedom

REGION		
Strongly <i>national</i> focus Clear understanding of national story	Balance between <i>local/ national/ continental/ global</i> Understanding of local and national content, but also balanced with elements of continental and global content in order to provide clear context for understanding historical concepts like significance, change and causation	<i>national local/ global</i> with focus on current issues Focus on national and local in relation to understanding current society's challenges Emphasis on global content to provide different points of view and discussions of issues facing the world
KEY COMPETENCIES		
Memorising Being able to recall facts and organise them in logical sequences of causation and significance	Analysing Focus on historical concepts of causation, significance, similarity and difference and change over time Understanding how historical accounts are created through use of relics of the past as evidence and engaging with historical interpretations Evaluating historical interpretations	Connecting Historical thinking in order to engage as citizens in current day problems Focus on critical thinking Ability to debate and discuss Working with and evaluating evidence in history in terms of bias and control

CLASSIFICATION		
<u>Interdiscursively-</u> 1.1. Strongly classified as academic from non-academic 1.2. Strongly classified as history from other subjects	<u>Interdiscursively:</u> 1.1. Strongly classified as academic with limited reference to non-academic 1.2. Strongly classified as history from other subjects	<u>Interdiscursively:</u> 1.1. Some weakening of Classification of historical content and skills to include reference to non-academic content, skills and problems in the world 1.2. Some weakening of Classification with geography

Table 3-17: Civic Identities Three Orientations in relation to analytic framework

CIVIC IDENTITY		
MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
CITIZEN-SOCIETY RELATION		
Focus on personal identity in relation to national identity Not much emphasis on <i>social justice, environmental justice</i> or <i>global responsibility</i>	Focus on personal identity as a critical thinker Critical thinking Understanding various viewpoints Questioning received accounts and ideas in terms of their historical accuracy Critical thinking approach to <i>social justice, environmental justice, upholding democracy</i> and <i>global responsibility</i> - flows out from analytical ways of thinking	Focus on personal identity as actively engaged citizen Major focus on <i>upholding democracy, social justice, environmental justice</i> or <i>global responsibility</i>

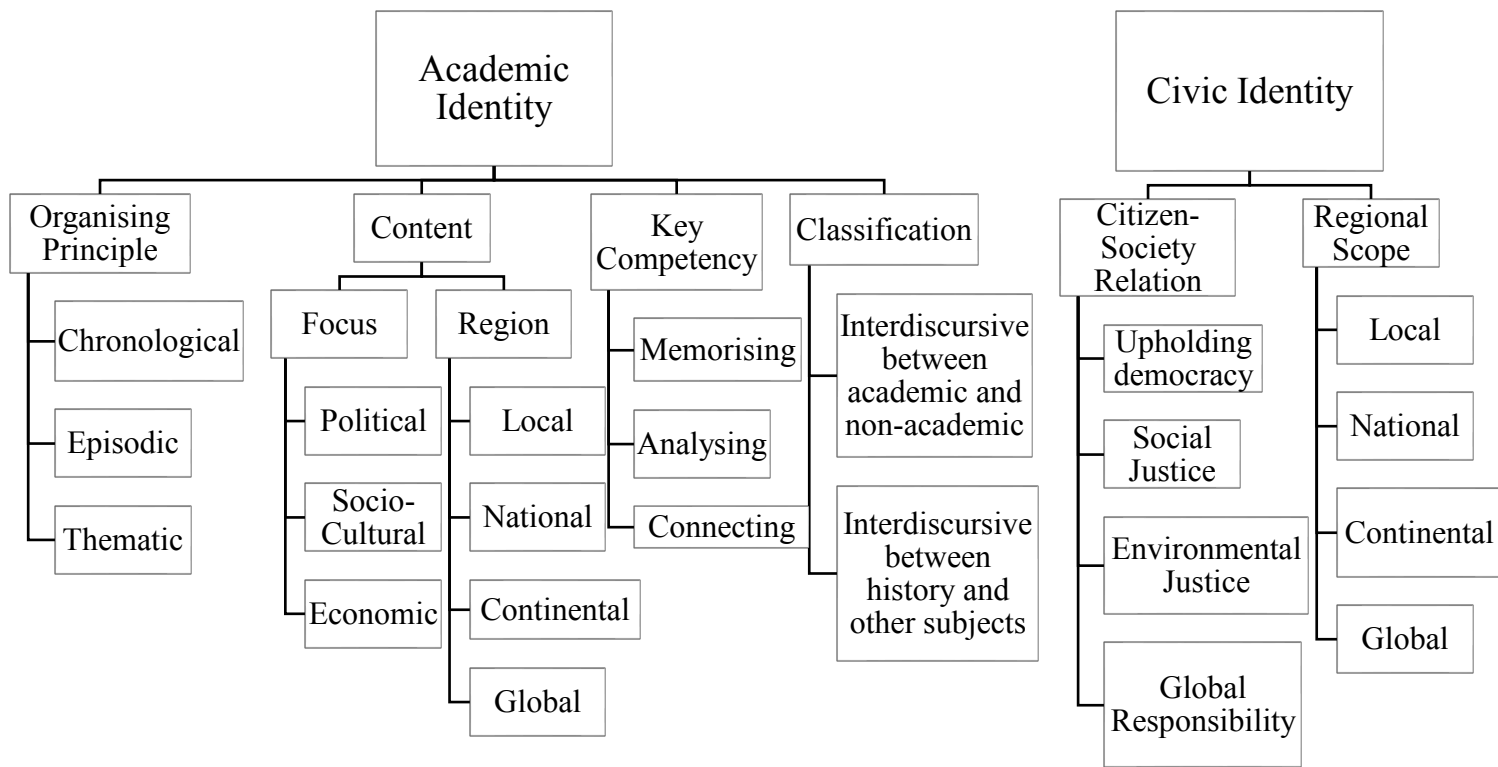
REGIONAL SCOPE		
Strongly <i>national</i> focus Clear understanding of national story	Balance between <i>local/ national/ continental/ global</i> Understanding of local and national content, but also balanced with elements of continental and global content in order to provide clear context for understanding historical concepts like significance, change and causation	<i>national local/ global</i> with focus on current issues Focus on national and local in relation to understanding current society's challenges Emphasis on global content to provide different points of view and discussions of issues facing the world

3.4 Conclusion

In the previous chapter, the history education literature was explored and interpreted in light of three constructed orientations to the purpose of history education. In this chapter, both academic and civic identities have been explored in relation to the three ideal type orientations. An analytic framework was then developed to provide the means to analyse the curriculum documents to engage with the kinds of academic and civic identities that could emerge. The framework was constructed through bringing together deductively derived categories from the literature and inductively inferred categories from the data. This framework was then reinterpreted in light of the *ideal types* of the three orientations. Underpinning the entire endeavour is an understanding provided through the theoretical insight of Bernstein's pedagogic device, that academic identities which the curriculum seeks to produce through instructional discourse are always "embedded in the principles of order, relation and identity of regulative discourse" (Bernstein, 1990:160).

Figure 3-9 summarises the categories derived from the literature and initial exploration of the data below that forms the analytic framework for the analysis presented in Chapter 5. Before turning to that, in the next chapter I explain how I constituted the data set for analysis.

Figure 3-9: Summary of Analytic Framework



Chapter 4 CONSTITUTING THE DATA SET

4.1 Introduction

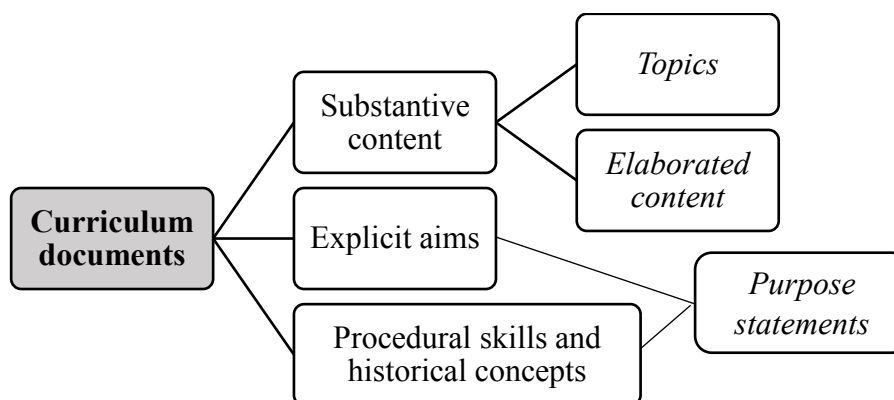
The primary function of this chapter is to explain how the curriculum documents were divided to be analysed using the analytic framework. As each document was structured differently, there were some challenges to ensure consistency in the divisions. Some documents also included non-compulsory sections, which needed to be accounted for.

4.2 Constituting the data set

I have divided the data to be analysed into three sections: *purpose statements*, *topics* and *elaborated content*. *Purpose statements* are a combination of the explicit aims of the history section of the curriculum as well as the procedural skills and historical concepts (cause and consequence, change and continuity, chronology etc.). Together they give an indication of the intention which the curriculum writers had for the curriculum. The content specification for the curriculum documents is split into the overall *topics* to be covered and detailed *elaborated content*. The ways in which the different documents are broken up into these sections will be discussed below. The aim of enumerating the *purpose statements*, *topics* and *elaborated content* is to provide a percentage measure for certain elements of the analytic framework. The count is explained below, but in some cases the units which have been counted contain complex ideas which will be coded in a number of ways. Within all of the curriculum documents, there are elements which have not been included within the data set as they do not fall within either explicit aims, procedural skills, historical concepts or substantive content. These sections are generally introductory or pedagogic in nature and, while they may be referenced in the discussion, they are not included in the data to be analysed.

Figure 4-1 below illustrates the data division.

Figure 4-1: Summary of data set divisions



Each curriculum document has a different structure and layout. As elements of the analysis will involve calculating percentage measures, I have indicated how each curriculum document delineates the above sections:

1991 National Curriculum:

The NC1991 is separated into two main sections:

- attainment targets
- programme of study

The ‘attainment targets’ are procedural skills and historical concepts and the ‘programme of study’ specifies the content and gives some indication of pedagogic approaches. However, there is an introductory statement which makes it clear that

the two types of requirements are complementary, and pupils will not be able to satisfy the statements of attainment without demonstrating a knowledge and understanding of the historical content and appropriate programmes of study (NC1991:1)

As discussed in the introduction, there was controversy around the fact that the attainment targets listed skills rather than content. The above statement was an attempt to indicate that there was in fact no dichotomy between skills and content.

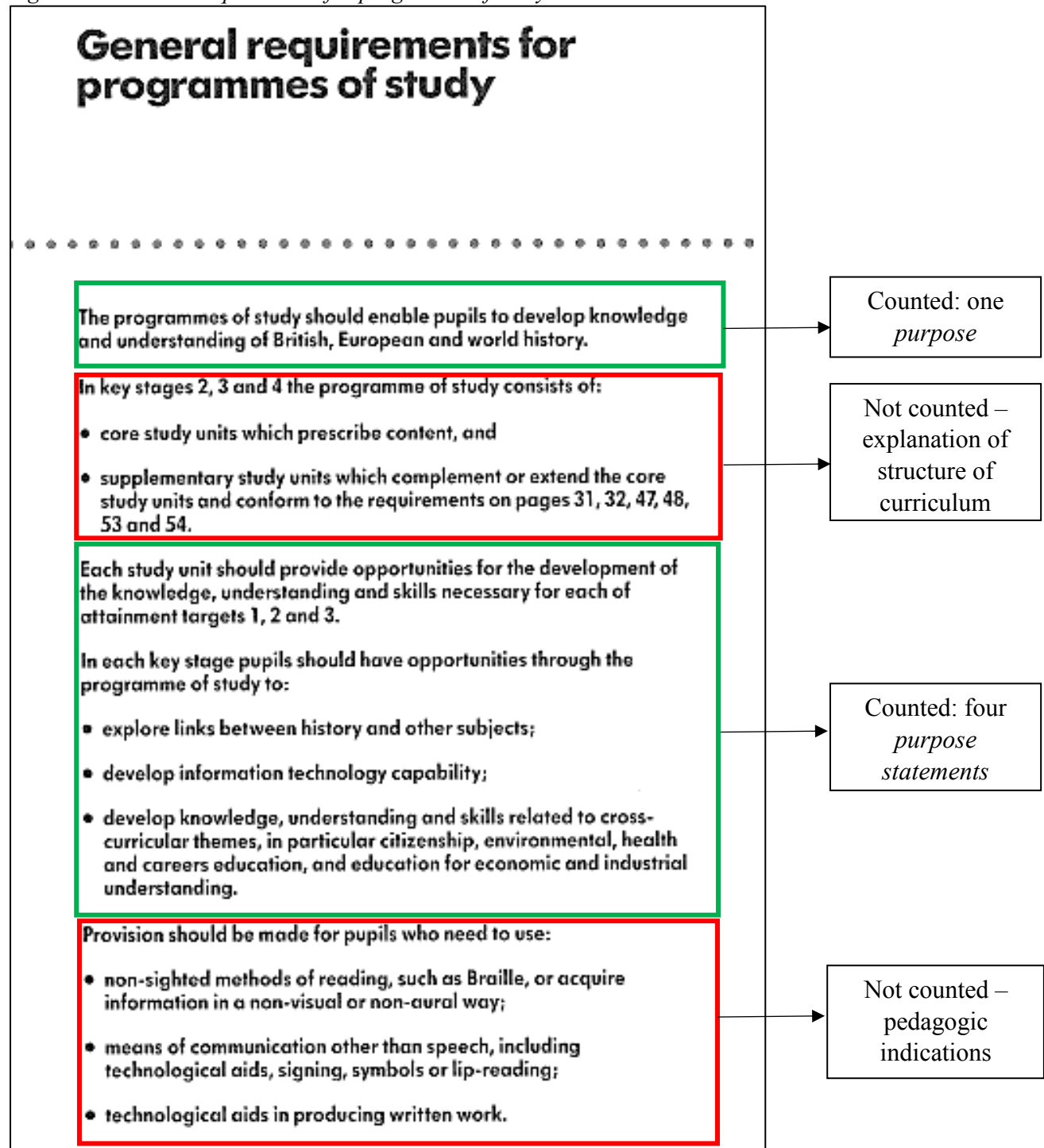
Within the NC1991, the three attainment targets are listed clearly at the beginning of the document and each include ten levels. Only levels 3-7 are relevant to Key Stage 3 (NC2014:33). The sub-points to these levels are labelled as ‘statements of attainment’ in the document and have been counted as the procedural skills and historical concepts element of the *purpose statements* (see Figure 4-2 below). The brief introductory statement has also been included in the count of *purpose statements*. In figure Table 4-2 below therefore, there would be four *purpose statements* as the points under Level 1 and Level 2 could not be included. The italicised examples are also not included in the count.

Figure 4-2: Extract from NC1991 showing Attainment Targets

Attainment Target 1: Knowledge and understanding of history		
The development of the ability to describe and explain historical change and cause, and analyse different features of historical situations.		
LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLES
1	<p>Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to:</p> <p>a) place in sequence events in a story about the past.</p> <p>b) give reasons for their own actions.</p>	<p><i>Re-tell the story of the Gunpowder Plot.</i></p> <p><i>Explain why they chose to take part in an activity.</i></p>
2	<p>a) place familiar objects in chronological order.</p> <p>b) suggest reasons why people in the past acted as they did.</p> <p>c) identify differences between past and present times.</p>	<p><i>Put a series of personal and family photographs and belongings in chronological order.</i></p> <p><i>Explain why the Britons fought against the Romans.</i></p> <p><i>Talk about how life in a Viking village differed from town or village life today.</i></p>
3	<p>a) describe changes over a period of time.</p> <p>b) give a reason for an historical event or development.</p> <p>c) identify differences between times in the past.</p>	<p><i>Make a wall display showing changes in the way of life of the last two generations.</i></p> <p><i>Select from a list of possible causes one reason why in Victorian times railways became a more important form of transport than canals.</i></p> <p><i>Talk about differences between an ancient Greek temple and a medieval cathedral.</i></p>

There is no explicit aims section to this curriculum document but there is an introduction to the content section (see Figure 4-3), “General requirements for programmes of study”. Elements of this have also been included in the count of *purpose statements*. The section to be included have been indicated on Figure 4-3 below.

Figure 4-3: General requirements for programme of study



The other component which is included in the *purpose statements* are some of the introductory comments to the “programme of study for key stage 3”. A number of the points in this section are to do with the structure of the curriculum, so only those which outline aims for the curriculum are included in the *purpose statement* count. The list of *topics* is also included here (see Figure 4-4)

Figure 4-4: Extracts from Programme of Study

Pupils should be taught to understand how developments from the early Middle Ages to the era of the Second World War helped shape the economy, society, culture and political structure of modern Britain. They should have opportunities to study developments in Europe and the non-European world, and be helped to understand how the histories of different countries are linked. They should be taught about ancient Rome and its legacy to Britain, Europe and the world.

GENERAL REQUIREMENTS

Key elements

Pupils should be taught history from a variety of perspectives:

- political;
- economic, technological and scientific;
- social;
- religious;
- cultural and aesthetic.

The teaching of the programme of study should involve substantial attention to each perspective across the key stage.

Pupils should be taught about the chronology of the main events and developments in the programme of study.

Pupils should be taught about the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies.

Pupils should have opportunities to use a range of historical sources, including:

- documents and printed sources;
- artefacts;
- pictures and photographs;
- music;
- buildings and sites;
- computer based materials.

The *topics* are listed in overview under the programme of study (NC1991:33). They are given as the headings for each core and supplementary study unit (see Figure 4-5).

Figure 4-5: Extract from NC1991 showing overview of Core and Supplementary Study Units

Pupils should be taught eight study units:

Core study units

Five units

CSU 1 The Roman Empire

CSU 2 Medieval realms: Britain 1066 to 1500

CSU 3 The making of the United Kingdom: Crowns, Parliaments and peoples
1500 to 1750

CSU 4 Expansion, trade and industry: Britain 1750 to 1900

CSU 5 The era of the Second World War

Supplementary study units

Three units which should complement or extend the core study units and conform to the requirements set out on pages 47 and 48.

The *elaborated content* is introduced to explicitly indicate to teachers that they should cover a “variety of perspectives” namely: “political, economic, technological and scientific, social, religious, cultural and aesthetic” (NC1991:33). Each core study unit page has a breakdown of detailed content according to different perspectives. These perspectives are bolded in the text. The perspectives are then further broken down. I have counted each separate bullet point within the *elaborated content* as one unit, but have not included the bolded headings (see Figure 4-5 below).

Figure 4-6: Extract from NC1991 showing example of Core Study Unit elaborated content

The Roman Empire		KS3: Core study unit 1
<hr/>		
Pupils should be taught about ancient Rome and how it helped shape the course of European history. The main focus should be on the growth and extent of the Roman Empire, Roman society and government, and the legacy of Imperial Rome.		
<hr/>		
Pupils should be taught about:		
the development of the Empire	<ul style="list-style-type: none"> the formation of the Roman Empire, including the reign of Emperor Augustus the expansion of the Roman Empire the nature of Imperial rule the barbarian invasions, the sack of Rome, AD 410, and the survival of the Empire in the East 	
the economy of the Empire	<ul style="list-style-type: none"> Rome's dependence on the provinces trade and communications Roman technology, including roads and water systems 	
Roman society	<ul style="list-style-type: none"> ways of life in Rome and the provinces family and society religion in the Empire, including Emperor Constantine and the development of Christianity 	
Roman culture and its legacy	<ul style="list-style-type: none"> Roman art and architecture Roman literature and the importance of the Latin language the influence of Roman culture on European civilisation 	

The supplementary study units are included in the count of *topics*. These supplementary *topics* are broad, but do have clear framing (NC1991:47-48). They do not provide any specific detailed content to be taught, however, for each of supplementary study unit examples are listed (see Figure 4-7 below). Although teachers would only ever choose one example, they are still interesting to consider as the balance of examples indicates the kind of emphasis that the curriculum writers would like the teachers to take. These examples have therefore been included in the count of *elaborated content*.

Figure 4-7: Extract from NC1991 showing Supplementary Study Unit elaborated content

Supplementary study units

Pupils should be taught **three** study units, one from each of categories A, B, and C. Each unit should make demands comparable to those of a core study unit, in historical knowledge, understanding and skills.

A) A unit which extends the study of the core British study units for this key stage.
This unit should:

- relate to the history of the British Isles before 1920;
- involve **either** a study in depth **or** the study of a theme over a long period of time.

Examples

Castles and cathedrals 1066 to 1500

Relations between England and Scotland from the Norman conquest to the Treaty of Union

Culture and society in Ireland from early times to the beginning of the twentieth century

Britain and the American Revolution

The impact of the Industrial Revolution on a local area

The British Empire and its impact in the last quarter of the nineteenth century

Britain and the Great War 1914 to 1918

Table 4-1 summarises the results for NC1991.

Table 4-1: Summary of NC1991 Units for Analysis

NC1991	<i>Number of purpose statements</i>	<i>Number of topics</i>	<i>Number of elaborated content points</i>
Core study units	33	5	53
Supplementary study units		3	19
TOTAL	33	8	72

4.2.1 2014 National Curriculum:

The NC2014 is a much shorter document. The document is broken into

- purpose of study
- aims
- attainment targets
- subject content

The attainment targets are not provided in detail as is the case with NC1991. Instead, there is a brief injunction that “By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study” (NC2014:94). The ‘purpose of study’ and ‘aims’ are considered together as *purpose statements*. The ‘purpose of study’ is structured as a paragraph (see Figure 4-8 below); each sentence has been counted as a separate point. As mentioned above, although these sentences include complex ideas, for ease of reference, the natural units of meaning (in this case a sentence) have been followed. The nuance within the analytic framework ensures that the divergent elements of the various units will be accounted for. The ‘aims’ are structured as bullet points and therefore each bullet point has been counted.

*Figure 4-8: Extract NC2014 showing Purpose of Study and Aims***Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The *topics* are listed under the subject content. Unlike the 1991 National Curriculum, there are no statutory requirements on the detail of the topics. However, I have included the 'examples' (see extract below) in my analysis as I take them to give a clear example of the kinds of detail that the curriculum writers would want teachers to cover. The only additional *elaborated content* point which has been included is the specification within topic 4 "Challenges for Britain, Europe and the wider world 1901 to the present day" that the Holocaust must be taught (NC2014:97).

Figure 4-9: Extract NC2014 showing topic and elaborated content

Pupils should be taught about:			
<ul style="list-style-type: none"> the development of Church, state and society in Medieval Britain 1066-1509 			
Examples (non-statutory) This could include: <ul style="list-style-type: none"> the Norman Conquest Christendom, the importance of religion and the Crusades the struggle between Church and crown Magna Carta and the emergence of Parliament the English campaigns to conquer Wales and Scotland up to 1314 society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature the Black Death and its social and economic impact the Peasants' Revolt the Hundred Years War the Wars of the Roses; Henry VII and attempts to restore stability 			

The Table 4-2 summarises the data count for NC2014

Table 4-2: Summary of NC2014 Units for Analysis

	<i>Number of purpose statements</i>	<i>Number of topics</i>	<i>Number of elaborated content points</i>
NC2014	10	7	48

4.2.2 Curriculum 2005:

As an outcomes-based curriculum, Curriculum 2005 is atypical in its structure. It does not specify content to be covered in the way that the other three curriculums do. The curriculum is broken into:

- Rationale for Human and Social Sciences
- Specific Outcomes
- Assessment Criteria
- Range Statements
- Performance Indicators

Similarly to NC2014, the “Rationale for Human and Social Sciences” (Figure 4-10 below) is included in the *purpose statements* and each sentence is counted as a single unit.

Figure 4-10: Extract C2005 showing Rationale for Human and Social Sciences

RATIONALE FOR HUMAN AND SOCIAL SCIENCES
Human and Social Sciences contribute to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. They will equip learners to make sound judgements and take appropriate actions that will contribute to sustainable development of human society and the physical environment.
Human and Social Sciences comprise the study of relationships between people, and between people and their environment. These interactions are contextualised in space and time and have social, political, economic, environmental and spiritual dimensions.
They develop distinctive skills and a critical awareness of social and environmental patterns, processes and events, based on appropriate investigations and reflection within and across related focuses.

The Specific Outcomes (as illustrated in Figure 4-11 below) are listed at the beginning of the document. Each of these statements is included in the count of *purpose statements*.

Figure 4-11: Extract C2005 showing Specific Outcomes (Topics and purpose statements)

SPECIFIC OUTCOMES
1. Demonstrate a critical understanding of how South African society has changed and developed.
2. Demonstrate a critical understanding of patterns of social development.
3. Participate actively in promoting a just, democratic and equitable society.
4. Makes sound judgements about the development, utilisation and management of resources.
5. Critically understand the role of technology in social development.
6. Demonstrate an understanding of interrelationships between society and the natural environment.
7. Address social and environmental issues in order to promote development and social justice.
8. Analyse forms and processes of organisations.
9. Use a range of skills and techniques in the Human and Social Sciences context.

However, as there are no specified *topics* within C2005, the ‘Specific Outcomes’ essentially perform the same role of delineating in broad terms what content will be covered. They have therefore been counted as the *topics* as well.

Each ‘Specific Outcome’ has ‘Assessment Criteria’, ‘Range Statements’ and ‘Performance Indicators’ developed in tabular format (as shown in Figure 4-12 below). The ‘Assessment Criteria’ and ‘Performance Indicators’ are also classified as the *purpose statements* of history education as seen in the documents. The ‘Assessment Criteria’ are often just one sentence, but (as can be seen in Figure 4-12) there are some instances where the main statement is supported by a number of bullet points. In these cases, the bullet points and the initial statement have been counted separately. In the Figure 4-12 therefore, the count would be four *purpose statements* in relation to the ‘Assessment Criteria’. The ‘Performance Indicators’ are listed in bullet points (as seen in Figure 4-12). These bullet points have each been counted separately.

Figure 4-12: Extract C2005 showing Specific Outcome; Assessment Criteria; Range Statements and Performance Indicators

SO2 Demonstrate a critical understanding of patterns of social development		
ASSESSMENT CRITERIA	RANGE STATEMENTS	PERFORMANCE INDICATORS
<p>1. Key features of a social system are identified by:</p> <ul style="list-style-type: none"> acquiring information defining characteristics explaining significance 	<p>Note: For this Specific Outcome, contemporary as well as past societies should be studied. Too often learners have been taught as if societies in the past do not exist in the present: e.g., as if the San still depend on hunting and gathering</p> <p><u>Key features to include:</u></p> <ul style="list-style-type: none"> socio-economic relationships (e.g. feudalism, wage labour) forms of state and power relations (e.g. slavery, wage labour, self-employment) ideologies and belief systems (e.g. colonial state, feudal state, democratic state) forms of social organisation (e.g. families, clans) levels of inequality (e.g. social classes, individual circumstances) division of labour production of a surplus <p>Learners should be able to identify the defining characteristics of particular societies. In doing so, they should be able to construct reasoned arguments about significance, using a range of evidence.</p>	<p><i>This will be evident when learners:</i></p> <ul style="list-style-type: none"> explain the defining characteristics of several societies (including non-South African), such as those based on slavery or feudal relationships give a coherent account of the main features of particular societies, showing how their different features are interrelated, such as links between forms of state, nature of inequalities and major social groupings identify different types of society, giving examples, and comparing similarities and differences within each category, such as iron age kingdoms with colonial societies

The 'Range Statements' essentially perform the role of outlining the detail of the content to be covered. The number of 'Range Statements' correspond to the 'Assessment Criteria'. However, within these statements, there are a number of bullet points listed, which often vary quite widely in their content and therefore need to be analysed as individual points under *elaborated content*. The 'Range Statements' column also includes non-bullet pointed statements, but as these generally relate directly to pedagogical approaches to the content or aims and not content indication, I have not included them in the count of the detailed statements. There are also a number of non-bullet-pointed bolded statements; these are generally instructions to the teacher as to where the focus should lie within the particular phase. Although these have a pedagogic element, their chief purpose is to re-emphasise the aims of the curriculum and they have therefore been counted within the *purpose statements*. As can be seen in Figure 4-12, the section of the 'Range Statement' labelled 'Note' would not be included as it is a pedagogic indication. The bolded section at the bottom of the page would also not be included within the count of the *elaborated content*, but rather within the *purpose statements*. As it is two sentences, it would be counted as two units.

Table 4-3 summarises the data divisions of C2005.

Table 4-3: Summary of C2005 Units of Analysis

	<i>Number of purpose statements</i>	<i>Number of topics</i>	<i>Number of elaborated content points</i>
C2005	276	9	419

4.2.3 CAPS:

The curriculum is divided into an introductory section broken into:

- What is History?
- Specific Aims of History
- Skills and concepts of History
- Concepts in History

All of these elements are coded as *purpose statements*. Some sections are in paragraph form and other sections are in bullet points. Each sentence of the paragraph and each bullet point are counted as one unit.

Figure 4-13: Extract CAPS showing What is History purpose statements

2.4 HISTORY

2.4.1 What is History?

History is the study of change and development in society over time. The study of History enables people to understand and evaluate how past human action has an impact on the present and how it influences the future.

History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? It is about how to think analytically about the stories people tell us about the past and how we internalise that information.

The study of History also supports citizenship within a democracy by:

- explaining and encouraging the values of the South African Constitution;
- encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns;
- promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia; and
- preparing young people for local, regional, national, continental and global responsibility.

The ‘Skills and concepts of History’ is shown in tabular format (see Figure 4-14).

Figure 4-14: Extract CAPS showing Skills and Concepts in History coded as purpose statements

2.4.3 Skills and concepts of History	
History is a process of historical enquiry. A rigorous process of enquiry enables learners to achieve the aims and demonstrate the skills in Table 2.3.1	
Specific aims and skills of History CAPS for the Intermediate and Senior Phases	
The specific aims of History	Examples of the skills involved
1. Finding a variety of kinds of information about the past.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).
2. Selecting relevant information.	Being able to decide about what is important information to use. This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked. Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.
3. Deciding about whether information can be trusted.	Being able to investigate where the information came from: who wrote or created the information and why did they do it? It also involves checking to see if the information is accurate – comparing where the information came from with other information. Much information represents one point of view only.
4. Seeing something that happened in the past from more than one point of view.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.
5. Explaining why events in the past are often interpreted differently.	Being able to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.
6. Debating about what happened in the past on the basis of the available evidence.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.
7. Writing history in an organised way, with a logical line of argument.	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
8. Understanding the importance of heritage and conservation.	Being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.

Under the “Specific aims of History” each numerical bullet point is counted as one unit (see Figure 4-14 above). Each sentence in “Examples of skills involved” is counted as one unit.

There is then a strongly framed section, “Outline of that is to be taught”, which provides a *topic* per term. The ‘focus’ description is included as part of the *topic*. These *topics* are then elaborated upon in detailed ‘content and concepts’. Within these more detailed breakdowns, there are bolded sub-headings and then further bullet pointed details to be covered; both the bolded sub-headings and detailed bullet

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points are counted towards the *elaborated content points*. Each term also includes a bullet point indicating “revision, assessment (formal and informal) and feedback should be done on an ongoing basis”, but I have not included this in the count of *elaborated content points* as it does not represent new content to be covered and is essentially a pedagogic note. The “Background” elements are also not included in the count.

Figure 4-15: Extract CAPS showing topic and elaborated content

GRADE 7: SENIOR PHASE HISTORY TERM 1	
Topic: The kingdom of Mali and the city of Timbuktu 14th century	Suggested contact time: One term/15 hours
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	
<p>Background: Teachers should note that the word ‘sources’ was deliberately changed to ‘how we find information about the past’ for Grades 4 – 6. The word ‘sources’ should be introduced in Grade 7.</p> <p>Focus: The development of a rich economy and a learning centre of the kingdom of Mali long ago.</p> <p>Content and concepts</p> <ul style="list-style-type: none"> • Trade across the Sahara Desert 2 hours <ul style="list-style-type: none"> - Camel caravans as the means of transport - Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers - Spread of Islam across North Africa and into West Africa via traders 9th century • The kingdom of Mali 3 hours <ul style="list-style-type: none"> - Mali at the height of its power under Mansa Musa early 14th century - Mansa Musa’s pilgrimage to Mecca - Construction of the Great Mosque • The city of Timbuktu <ul style="list-style-type: none"> - Leo Africanus’s eyewitness stories of his travels 2 hours <ul style="list-style-type: none"> o Travel along caravan routes, into the Saharan desert and two visits to Timbuktu o Descriptions of Timbuktu in his book <i>Description of Africa (1550)</i> - Timbuktu as a trade centre on the trans-Saharan caravan route 2 hours <ul style="list-style-type: none"> o Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold - Timbuktu as a centre of learning 3 hours <ul style="list-style-type: none"> o Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more o Timbuktu Manuscripts Project and South African collaboration o Why Timbuktu is a World Heritage Site • Revision, assessment (formal and informal) and feedback should be done on an ongoing basis 3 hours <p>Learners should read and write for part of every lesson.</p> <p>Evidence of learner’s work, including assessments, should be kept in the learner’s notebook.</p>	

Table 4-4 summarises the data divisions for CAPS.

Table 4-4: Summary of CAPS Units of Analysis

	<i>Number of purpose statements</i>	<i>Number of topics</i>	<i>Number of elaborated content points</i>
CAPS	53	12	218

Table 4-5 provides an overall summary of the number of *purpose statements*, *topics* and *elaborated content* within each curriculum document.

Table 4-5: Summary of all four curriculum documents Units of Analysis

	Purpose statements	Topics	Elaborated content points
NC1991	33	8	72
NC2014	10	7	48
C2005	276	9	419
CAPS	53	12	218

4.3 Conclusion

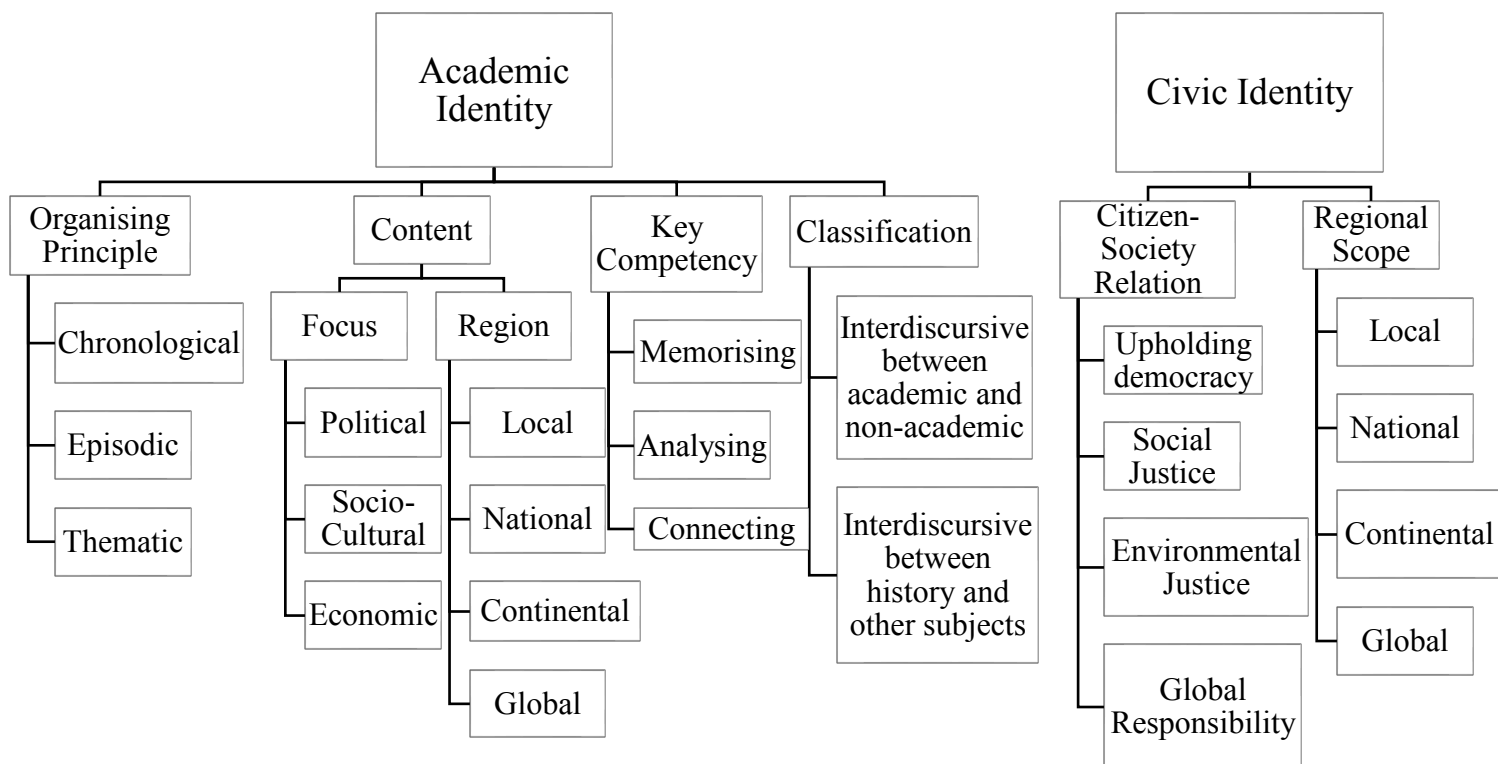
This chapter has examined the ways in which the data set was constituted. There were certain challenges in ensuring that there was consistency across the documents even though they were differently structured. The non-compulsory topics also needed to be accounted for. The complete data set is included in Appendix A. The next chapter will examine the results of the analysis and discuss the kinds of academic and civic identity that emerge.

Chapter 5 ANALYSIS AND DISCUSSION

5.1 Introduction

In this chapter, the findings of the analysis are presented. The analysis was conducted according to the methodology outlined in the Chapter 3 based on the division of data as outlined in Chapter 4. The analytic framework, which was constructed to explicate the instructional and regulative discourse, was created through an iterative process of working with both the data and history education literature. It is presented in summary in the figure below.

Figure 5-1: Summary of Analytic Framework



In Chapter 3, I also considered the ways in which these academic and civic identities would likely figure in each of the three ideal type orientations, again summarised below.

Figure 5-2: Summary of Analytic framework in relation to Three Orientations

Memory History

- Academic Identity
 - *chronological* Organising Principle
 - Content:
 - Strongly *political* Focus
 - Strongly *national* Regional Focus
 - Key Competency of *memorising*
 - Strongly Classified as academic from non-academic
 - Strongly Classified as history from other subjects
- Civic Identity
 - Citizen-Society Relation:
 - Identification with particular nation state
 - Not much emphasis on *social justice, environmental justice* or *global responsibility*
 - *National* Regional Scope

Analytical History

- Academic Identity
 - *episodic* Organising Principle
 - Content:
 - *political/ socio-cultural/ economic* Focus
 - Balance of *local/ national/ continental/ global* Regional Focus
 - Key Competency of *analysing*
 - Strongly Classified as academic from non-academic
 - Strongly Classified as history from other subjects
- Civic Identity
 - Critical thinking approach to *social justice, environmental justice, upholding democracy* and *global responsibility* — flows out from analytic ways of thinking
 - *local/ national/ continental/ global* balance in Regional Scope

Critical History

- Academic Identity
 - *thematic* Organising Principle
 - Content:
 - *political/ socio-cultural/ economic* Focus with emphasis on topics of social justice
 - *national/ local/ global* Regional Focus, but emphasis on current issues
 - Key Competency of *connecting*
 - Some weakening of Classification of academic from non-academic
 - Some weakening of Classification with geography
- Civic Identity
 - Engaged citizenship — *social justice, environmental justice, upholding democracy, global responsibility* highly visible
 - *national/ local/ global* Regional Focus, but emphasis on current issues

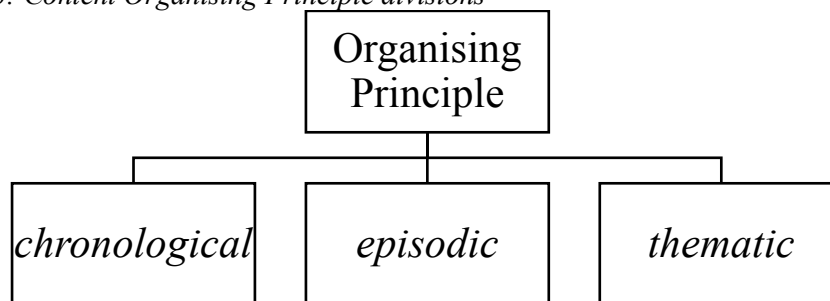
The results of the analysis below will be related to these three *ideal types* of academic and civic identity for the three orientations outlined above. The degree to which the four curriculum documents conform to the three orientations towards history education will be the subject of the final chapter.

5.2 Instructional Discourse: Academic Identity

The analysis that follows will provide the basis for a discussion around the forms of academic identities that emerge in each curriculum document, and the degree to which they correspond to the identities found in the three orientations.

5.2.1 Content Organising Principle¹³

Figure 5-3: Content Organising Principle divisions



The Curriculum Organising Principle is divided into *chronological*, *episodic* or *thematic*. Some curriculums are coded as *hybrid*. As explained above, the decision as to which Content Organising Principle to use was based around the specificity of dates within the *topics*, the level of detail provided in the *elaborated content*, and the presence of either explicit or implied use of turning points or thematic organisers. In most cases there are anomalous elements within the curriculum, but the identification corresponds to the dominant features.

Table 5-1 summarises the coding of the four curriculum documents.

Table 5-1: Content Organising Principle

	Chronological	Episodic	Thematic
NC1991	X	X	
NC2014	X	X	
C2005			X
CAPS		X	

¹³ Refer to Appendix B for a timeline of content topics for each curriculum.

5.2.1.1.1 NC1991: *Organising Principle*

NC1991 primarily has a *chronological* Organising Principle. Three of the eight *topics* have specific, contiguous dates included. For “The Roman Empire”, there is a period of history implied, even though dates are not specifically included. When one examines the *elaborated content* of the *topic*, “a unit involving the study of a past non-European society” (NC1991:47), it is clear that periodisation is also the Organising Principle; the difference is that the teacher has autonomy over which period of world history is under consideration. Five out of the eight are therefore organised according to periodisation and fall within the *chronological* Organising Principle. However, there are three units which are more *episodic* in their organisation: Core Study Unit 5 is a key event as it deals with the developments that led to the Second World War; Supplementary Study A and B both fall more within the *episodic* approach, as they are organised according to ‘turning points’ and ‘depth study’ (NC1991:47). The exception to this pattern is the allowance for a ‘thematic’ study within Supplementary Study Unit A (NC1991:47). Overall, however, the *chronological* organising principle is most dominant, with elements of *episodic*.

5.2.1.1.2 NC2014: *Organising Principle*

An example of a hybrid chronological–episodic based curriculum would be the NC2014, which provides specific chronology within the *topics*. Although NC2014 does have some thematic and depth study *topics* and one *topic* which does not specify any dates (“a significant society or issue in world history” NC2014:97), it shows a very strong favouring of specific periodisation as an Organising Principle. However, the specificity of the dates indicates that the curriculum writers had particular events in mind as crucial markers of period. For instance, “1066” marks the Battle of Hastings, which is the beginning of the medieval period according to the curriculum writers; “1509” marks the date of Henry VIII’s ascent to the throne of England, marking the beginning of the Tudor period.

For the third *topic*, “The development of church, state and society in Britain 1509 – 1745” (NC2014: 96), the examples listed are shown in Figure 5-4.

Figure 5-4: Third topic listed examples (NC2014:96)

- ☐ Renaissance and Reformation in Europe
- ☐ the English Reformation and Counter Reformation (Henry VIII to Mary I)
- ☐ the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- ☐ the first colony in America and first contact with India
- ☐ the causes and events of the civil wars throughout Britain
- ☐ the Interregnum (including Cromwell in Ireland)
- ☐ the Restoration, ‘Glorious Revolution’ and power of Parliament
- ☐ the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- ☐ society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

However, this list of detailed content is clearly indicated as being “non-statutory” and the section introducing the subject content explicitly says that “teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content” (NC2014:95). These comments are counterbalanced by the statement that pupils should “extend and deepen their chronologically secure knowledge” (NC2014:95). The 2014 National Curriculum therefore has elements of a strong *chronological* approach, but tempers this with an expectation that the pedagogic decision of what elements of the *topic* to teach will take on a somewhat *episodic* dimension.

5.2.1.1.3 C2005: Organising Principle

C2005 is strikingly different from the other curriculums and gives no indication of limiting either dates or period in any of the *topics*. C2005 is strongly organised according to *thematic* principles. Within both the *topics* and the *elaborated content*, there are no specific dates mentioned. The only references to timescale are general, such as “Pre-colonial, colonial, post-colonial, Apartheid, post-Apartheid” (C2005:HSS6). This is in part due to the design features of the curriculum, which aimed to allow for a “flexibility in the choice of specific content and process”, following the competence approach (Ministry of Education 1997:17). The teacher therefore has almost complete autonomy over which periods and events to cover in order to reach the overall outcomes. *Thematic* elements are traced in the *elaborated content* as is shown in Figure 5-5.

Figure 5-5: C2005 SO3:AC4:RS (HSS16)

<p>4. Informed judgements about issues are made in relation to the Constitution by:</p> <ul style="list-style-type: none"> • identifying the issues • analysing the issues • relating the issues to the Constitution arriving at a judgement 	<p><u>Scope, to include:</u> Past, present, and future perspective</p> <p><u>Judgements, might include:</u></p> <ul style="list-style-type: none"> • the significance of the issues in relation to the Constitution • relationship to other issues • links with legislation and relevant organisations (e.g. labour law and trade unions) <p><u>Issues, might relate to:</u></p> <ul style="list-style-type: none"> • human rights • disability • gender • cultural issues • fairness and justice • racism, prejudice and forms of bias • distribution and ownership of resources • environmental management 	<ul style="list-style-type: none"> • identify constitutional issues which impact on the lives of individuals and communities • identify channels through which the issues can be addressed • explore various strategies through which issues can be addressed
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The theme of “issues in relation to the Constitution” is explored without any clear limitation on particular period or events. Instead, the teacher is limited only by a “past, present and future perspective” (C2005:HSS16). The lack of specificity is discussed in further detail in relation to Classification below. Overall, therefore, the approach is strongly *thematic*.

5.2.1.1.4 CAPS: Organising Principle

The CAPS curriculum is strongly within the *episodic* category. Although some indication of dates is given, the key Organising Principle is turning points within history rather than an overarching chronology. Only two of the *topics* [“World War I (1914–1918)” and “World War II (1939–1945)”] (CAPS:40;41) have specific, contiguous dates listed, but even these are organised according to colligatory terms rather than long-term *chronological* periods. Nine out of the twelve *topics* are therefore organised according to colligatory terms such as “Colonisation of the Cape 17th – 18th century” (CAPS:35) and “The Nuclear Age and the Cold War” (CAPS:42). The *elaborated content* is fairly detailed, but focuses on developing the central episode rather than covering a wide range of events within a period, as is the case in NC1991 and NC2014. Figure 5-6 below shows the *topic* “The Transatlantic Slave Trade”.

Figure 5-6: CAPS Topic and Elaborated Content: Transatlantic Slave Trade

GRADE 7: SENIOR PHASE HISTORY TERM 2	
Topic: The Transatlantic slave trade	Suggested contact time: One term/15 hours
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	
<p>Focus: The nature and impact of the slave trade between West Africa and the American South</p> <p>Content and concepts</p> <ul style="list-style-type: none"> ▪ West Africa before the European slave trade 1 hour ▪ The nature of slavery in West Africa before Europeans ▪ Slavery in the American South 3 hours <ul style="list-style-type: none"> - Plantations: tobacco, rice, sugar cane and cotton - Reasons for using slave labour - How slaves were captured, sold and transported from West Africa - Slave markets - Numbers of slaves that were taken to America - What happened to the raw materials that slaves produced ▪ The impact of the transatlantic slave trade on slaves 6 hours <ul style="list-style-type: none"> - What it was like to be a plantation slave in the American South <ul style="list-style-type: none"> o Slave culture in songs and stories o Resistance to slavery: individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson, murdering owners o Rebellion against slavery o Nat Turner's revolt 1831 o Joseph Cinque and the Amistad Mutiny 1839 o The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves) o Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape o The story of John Brown and his mission to abolish slavery ▪ The impact of the transatlantic slave trade on the economies of 2 hours <ul style="list-style-type: none"> - West Africa - America and Britain - Gains for America and Britain and negative impact on West Africa ▪ Revision, assessment (formal and informal) and feedback should be done on an ongoing basis 3 hours <p>Learners should read and write for part of every lesson.</p> <p>Evidence of learner's work, including assessments, should be kept in the learner's notebook.</p>	

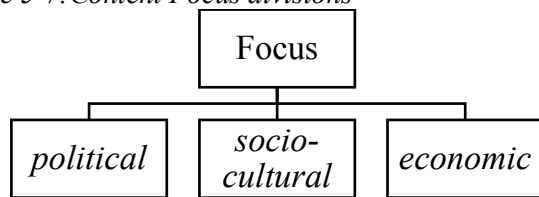
The detail is all linked to the central *topic* and no other events within a similar period of history are covered. The Organising Principle is therefore strongly *episodic*.

5.2.2 Content

The content of the curriculums is considered according to both the Focus and the Region.

5.2.2.1 Focus

Figure 5-7: Content Focus divisions



The *topics* and *elaborated content* points were coded as *political*, *socio-cultural* or *economic*. Those points that were not coded as any of the above have also been recorded; particularly in the case of C2005, the sizable percentage of points that did not fall into either of the three Focuses is very telling. Table 5-2 outlines the number of *elaborated content* points and *topics* that fall within the various elements of the Focus of the curriculum. Some individual points may be coded as multiple Focuses, and thus the percentage total for each curriculum could exceed 100%.

Table 5-2: Content Focus results

	Number of topics + elaborated content	Political	%	Socio-Cultural	%	Economic	%	Not Coded	%
NC1991	80	41	51%	38	47.5%	13	16.3%	2	2.5%
NC2014	55	33	60%	22	40%	7	12.7%	6	10.9%
C2005	428	47	11%	79	18.5%	96	22.4%	226	52.8%
CAPS	230	125	54.3%	66	28.2%	56	24.3%	10	8.7%

5.2.2.1.1 NC1991: Content Focus

Table 5-3: NC1991 Content Focus percentage results

	NC1991
Political	51%
Socio-Cultural	47.5%
Economic	16.3%
Not Coded	2.5% ¹⁴

¹⁴ The content that was not coded as either *political*, *socio-cultural* or *economic* was purposefully open-ended to allow for teacher autonomy, such as “A unit which extends the study of the core British study units” (NC1991:47). The teaching of this unit would therefore involve focusing on *political*, *socio-cultural* and *economic* elements, but these are not specified in the curriculum document.

NC1991 shows a fairly even split between *political* and *socio-cultural* elements in the content. It is interesting that *economic* elements are considerably lower than the other two, given that the curriculum aims to deliberately teach from a “variety of perspectives” and that “substantial attention” should be given to all elements. These elements (known in shorthand as ‘PESC’) are:

1. political;
 2. economic, technological and scientific;
 3. social;
 4. religious;
 5. cultural and aesthetic
- (NC1991:33)

The *elaborated content* is actually structured around these varying perspectives and for each topic the different aspects are listed under emboldened headings (refer to Figure 5-8). Given that my framework has essentially combined points 3, 4 and 5 in *socio-cultural*, it is understandable that the joint emphasis should be higher than that of *economic*. This does not, however, explain that *political* is still the highest percentage point (51%) and shows that in reality the curriculum favours a more politically heavy Focus than it would seem at first glance. Although each *topic* has points across all perspectives, there are more *elaborated content* points for *political* than the others, as can be seen in Figure 5-8.

Figure 5-8: Elaborated content for the topic Medieval Realms: Britain 1066 – 1500

Britain and the wider world	<ul style="list-style-type: none"> the idea of Christendom and the extent to which the British Isles were part of a wider European world
the development of the English monarchy	<ul style="list-style-type: none"> the Norman conquest, including the battle of Hastings (1066), and its impact the nature of English medieval monarchy relations of the monarchy with the Church, barons and people, including Magna Carta (1215) and the Peasants Revolt (1381) the origins of Parliament relations between England, Ireland, Scotland and Wales
medieval society	<ul style="list-style-type: none"> feudalism and the structure of medieval society the beliefs and influence of the Church how material needs were met: farming, crafts and trade health and disease, including the Black Death and its impact
the legacy of medieval culture	<ul style="list-style-type: none"> the arts and architecture in medieval times and how they reflected the society in which they were produced the development of the English language

This pattern is repeated across a number of the *topics*, which has resulted in the comparatively high level of *political* points.

5.2.2.1.2 NC2014: Content Focus

Table 5-4: NC2014 Content Focus percentage results

	NC2014
Political	60%
Socio-Cultural	40%
Economic	12.7%
Not Coded	10.9%

NC2014 shows a bias towards a *political* Focus with 60% of content coded, at least in part, as *political*. Topics such as “the development of Church, state and society in Britain 1509–1795” have the potential to have a broad range of focuses. However, the ways in which the *elaborated content* is framed, such as “the Interregnum (including Cromwell in Ireland)” or “The Restoration, ‘Glorious Revolution’ and power of Parliament” (NC2014:96), has a decided *political* Focus. While the teacher could make clear connections to *socio-cultural* and *economic*, the *political* aspect is foregrounded in the curriculum document. The removal of the structure that underpinned NC1991 to cover “different perspectives” has also meant that the examples listed are less deliberately selected for a broad range of Focuses.

There does, at first glance, seem to be a fairly significant percentage of content points that were not coded. However, as with NC1991, these were generally the *topics* and accompanying *elaborated content*, which were purposefully more open for teacher’s choice, such as “a local history study” (NC2014:97). It is significant that this percentage increased from NC1991 (2.5%) to NC2014 (10.9%), as part of the goal of NC2014 was to give greater autonomy to teachers and local schools (Department for Education, 2011:6). In NC1991, one *topic* was not coded; in NC2014, two *topics* were not coded (“a local history study” and “the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066”). However, in NC1991, the *elaborated content* points listed for this topic are fairly specific, whereas those for NC2014 are very open-ended, such as “a study of an aspect of a site in local history dating from a period before 1066” (NC2014:97). This, coupled with the fact that the *elaborated content* points are not prescribed but clearly indicated as being “examples (non-statutory)” (NC2014:95), means that, overall, NC2014 does actually give greater freedom for the teacher to choose the content covered within the chronological parameters discussed above. This shows an increasing decentralisation of the curriculum compared to the centralising move of the NC1991 curriculum reform.

5.2.2.1.3 C2005: Content Focus

Table 5-5: C2005 Content Focus percentage results

	C2005
Political	11%
Socio-Cultural	18.5%
Economic	22.4%
Not Coded	52.8%

It is striking that of all of the curriculums, C2005 has the highest percentage of content relating to an *economic* Focus. There was an attempt to teach history in such a way that the economic structural features of change were foregrounded. The Specific Outcome, “Demonstrate a critical understanding of how South African society has changed and developed” (C2005:HSS2), is the most clearly historical of all of the Specific Outcomes. One of the *elaborated content* points within the Range Statement (SO1:AC2) is “exploitation of resources (including human resources), especially in relation to minerals and farming” (C2005:HSS5). The Focus of this content is on the creation of inequality in society through the events around the period of South Africa’s industrialisation, migrant labour and land reform during apartheid.

However, other elements of the *elaborated content* are less clearly recognisable as history. For example, the Specific Outcome, “Makes sound judgements about the development, utilisation and management of resources” (CAPS:HSS2), contains Range Statements such as in Figure 5-9.

Figure 5-9: Extract of Range Statement C2005 HSS19

Factors influencing the relationship between resources and human development, to include:

- access to education and training
- location and distribution
- ownership and control
- available technology
- exploitation

It is also significant that over half of the curriculum could not be identified as any of the three Focuses. These points ranged from more skills-based *elaborated content* points, such as “reading and construction of maps, graphs and other techniques for recognising and describing patterns” (C2005:HSS13), to content which is more clearly geography based, such as “Environmental issues to include: deforestation; over-utilisation; soil erosion; etc.” (C2005:HSS21). There are also a number of

points which were non-academic, such as “Significance of attitudes and values in...personal decision making” (C2005:HSS31). This pattern will be discussed in greater detail in relation to Classification.

5.2.2.1.4 CAPS: Content Focus

Table 5-6: CAPS Content Focus percentage results

	CAPS
Political	54.3%
Socio-Cultural	28.2%
Economic	24.3%
Not Coded	8.7% ¹⁵

In sharp contrast to C2005, CAPS shows a decided bias towards *political* content. Although the curriculum follows a broadly *episodic* Organising Principle (as discussed above) the overarching approach is turning points in the formation of the South African nation. As with NC1991 and NC2014, much of the content can be identified as part of the narrative of *politics*. For topics such as “The Nuclear Age and the Cold War” (CAPS:41) or “Turning points in South African History 1960, 1976 and 1990” (CAPS:44), all of the *elaborated content* points could be coded as *political*.

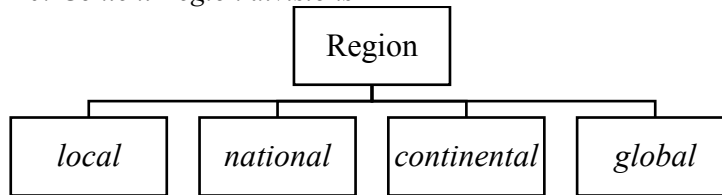
However, it is interesting that there is a fairly even balance between the *socio-cultural* and *economic* content. There is still a sense that history is the study of “change and development in society over time” (CAPS:9) and therefore that all aspects of human society need to be examined.

The dramatic decrease in non-coded content points from 52.8% in C2005 to 8.7% in CAPS indicates that CAPS is more clearly specified as a history curriculum. This is discussed in greater detail in relation to Classification below.

¹⁵ The elements that were not coded were generally introductory elements, such as “What the Industrial Revolution was” (CAPS:37).

5.2.2.2 Region

Figure 5-10: Content Region divisions



The *topics* and *elaborated content* points were also coded according to the Region: *local*, *national*, *continental*, *global* or *not coded*. The following table outlines the number of *elaborated content* points and *topics* that fall within the various elements of the Region of the curriculum. Some individual points may be coded as multiple Focuses, and thus the percentage total could exceed 100%. In some cases, the individual point is not clearly labelled as regionally specific, but the broader *topic* within which it falls will limit its interpretation, and thus it will be counted towards the Region.

Table 5-7: Content Region results

	Number of topics+ elaborated content	Local	%	National	%	Continental	%	Global	%	Not Coded	%
NC1991	80	1	1.3%	42	84%	28	35%	14	17.5%	0	0%
NC2014	55	4	7.3%	43	78.2%	8	14.5%	14	25.5%	0	0%
C2005	428	141	33%	183	43%	71	16.6%	101	23.6%	227	53%
CAPS	230	1	0.4%	100	43.5%	36	15.7%	116	50.4%	2	0.9%

5.2.2.2.1 NC1991: Content Region

Table 5-8: NC1991 Content Region percentage results

	NC1991
Local	1.3%
National	84%
Continental	35%
Global	17.5%
Not Coded	0%

There is a clear focus within NC1991 on *national* history. This corresponds to the above discussion around the *political* Focus of the curriculum. The curriculum does teach a sizeable element of European history and one *topic* out of the eight is focused purely on world history. In a number of other topics,

British history is taught within the context of connections with Europe and the rest of the world. For example, in the *topic* “The era of the Second World War” the *elaborated content* deals with *national* content such as “the home front in Britain”, *continental* content such as, “the redrawing of national frontiers in Europe”, and *global* content such as “the dropping of the atomic bombs on Hiroshima and Nagasaki” (NC1991:45). Two out of the eight *topics* are specifically *continental* in their Regional Focus: “The Roman Empire” (NC1991:37) and “A unit involving the study of an episode or turning point in European history before 1914” (NC1991:47).

5.2.2.2.2 NC2014: Content Region

Table 5-9: NC2014 Content Region percentage results

	NC2014
Local	7.3%
National	78.2%
Continental	14.5%
Global	25.5%
Not Coded	0%

NC2014 favours *national* history very strongly. Five out of the seven *topics* were primarily *national* in focus. While elements of the *elaborated content*, such as “the French Revolutionary wars” within the *topic* “ideas, political power, industry and empire: Britain 1745–1901” (NC2014:96) could be coded as *continental*, the framing of the overall topic emphasises that it is British history that is the priority.

However, it is interesting that there is a higher percentage of *global* history within NC2014 than within NC1991, and that the *continental* Focus has reduced.

5.2.2.2.3 C2005: Content Region

Within the C2005 document, the content is broken down into very small components. If either the range statement or the attainment target specified a particular Region, all of the points within that range statement were coded with the relevant Region.

Table 5-10: C2005 Content Region percentage results

	C2005
Local	33%
National	43%
Continental	16.6%
Global	23.6%
Not Coded	53% ¹⁶

C2005 has by far the lowest incidence of *national* history of the four curriculum documents. It also has by far the highest percentage of *local* history of the four curriculum documents. A *local* Regional Focus does not necessarily entail non-historical knowledge, and some elements such as “issues of nation-building” were to be considered “from the local/community” within periods from “pre-colonial times to the present” (C2005:HSS11). However, other points were non-historical, such as “issues: local (e.g. lack of security at school)” (C2005:HSS33). The high level of non-coded items is discussed in relation to Classification below. While a sizeable percentage of the content could be coded as *national*, it is very striking that such a high percentage has a *local* Regional Focus.

5.2.2.2.4 CAPS: Content Region

Table 5-11: CAPS Content Region percentage results

	CAPS
Local	0.4%
National	43.5%
Continental	15.7%
Global	50.4%
Not Coded	0.9% ¹⁷

CAPS is the only curriculum that has a higher percentage of *global* than *national* history. Of the sixteen *elaborated content* points within the *topic* “World War I (1914–1918)” only three could be coded as *national*; the rest were all *global*. In the *topic*, “World War II (1939–1945)”, all twenty-four *elaborated content* points were coded as *global*.

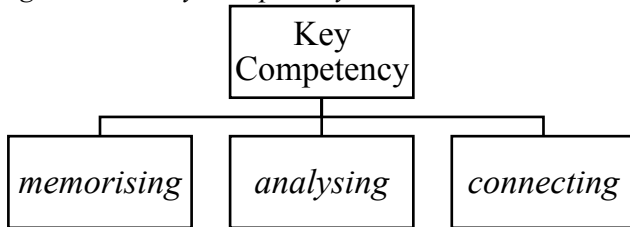
¹⁶ Many of the cases that were not coded were where the Regional specification was vague, such as “different contexts” (C2005:31), or where no Regional indication was given, such as “Characteristics of Ecosystems: common to all; diverse (selected examples at different scales)” (C2005:HSS26).

¹⁷ The content that was not coded were introductory comments like “Why is gold valuable” (CAPS:38).

CAPS also has almost no *local* history, with the one exception being that the project suggested for Grade 9 Term 3 on South African history allows for teachers to choose their own topic according to the “learner’s context” (CAPS:14). Overall, the *national* and *global* Regional Focuses dominate.

5.2.3 Key Competency

Figure 5-11: Key Competency divisions



Key Competency was coded according to the primary skills that the curriculum document outlines in the *purpose statements*. The statements were coded individually to produce a percentage measure, but these results are then described as to whether the three skills of *memorising*, *analysing* and *connecting* are highly visible, moderately visible, weakly visible or mostly invisible. The Table 5-12 outlines the number of *purpose statements* that describe the various key competencies.

Table 5-12: Key Competency results

	Number of purpose statements	Memorising	%	Analysing	%	Connecting	%	Not Coded	%
NC1991	32	4	12.5%	26	81.3%	8	25%	1	3.1%
NC2014	10	3	30%	4	40%	4	40%	1	10%
C2005	276	21	7.6%	95	34.4%	148	53.6%	24	8.7%
CAPS	53	3	5.7%	30	56.6%	23	43.4%	13	24.5%

5.2.3.1.1 NC1991: Key Competency

Table 5-13: NC1991 Key Competency percentage results

	NC1991
Memorising	12.5%
Analysing	81.3%
Connecting	25%
Not Coded	3.1% ¹⁸

¹⁸ The only *purpose statement* that was not coded was “develop information technology capability” (NC1991:11), which is a generic skill.

Analysing is highly visible as the Key Competency in NC1991. This is not surprising given the influence of the SCHK way of thinking and its influence on the creation of the curriculum. The *purpose statements* that were coded as *memorising* are generally the lower order elements of the Attainment Targets such as “describes changed over a period” (NC1991:3). Those that were coded as *connecting* are related to creating empathy and understanding other points of view, such as “show an awareness that different people’s ideas and attitudes are often related to their circumstances” (NC1991:4). However, the vast majority of the Attainment Targets use the language of *analysing* such as “make deductions from historical sources” (NC1991:9).

5.2.3.1.2 NC2014: Key Competency

Table 5-14: NC2014 Key Competency percentage results

	NC2014
Memorising	30%
Analysing	40%
Connecting	40%
Not Coded	10% ¹⁹

It is interesting that NC2014 has such a wide spread of key competencies compared to NC1991. *Connecting* the past to the present is seen as being equally as important as *analysing*. Statements such as:

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. (NC2014:94)

were coded as *connecting*. There is a clear sense that history education should result in citizens who are engaged with the realities of current society. This aspect was absent from NC1991.

The pressures of Memory History are clearly still seen in *purpose statements* like:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world (NC2014:94)

The emphasis here is not on rote memorising, as students must still “understand” the history, but they will not be able to say that they have fulfilled the requirements of the curriculum if they do not also “know” it “coherently”. However, the importance of *analysing* remains, and the Attainment Targets of NC1991 are recognisable in statements such as:

¹⁹ The only NC2014 *purpose statement* that was not coded was “gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’” (NC2014:94)

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (NC2014:94)

Overall, there has been a shift from a very strong focus on *analysing* as the Key Competency to a broader vision of the key competencies that history education should produce.

5.2.3.1.3 C2005: Key Competency

Table 5-15: C2005 Key Competency percentage results

	C2005
Memorising	7.6%
Analysing	34.4%
Connecting	53.6%
Not Coded	8.7% ²⁰

C2005 has a very strong focus on *connecting* as the Key Competency. There is a particular focus throughout the curriculum on the competency of debating and discussion. This is shown in *purpose statements*, such as “The means of making voices heard, and for obtaining information, should be discussed and strategies agreed on” (C2005:HSS18). This is also reflected in the emphasis on group work within the curriculum.

The lack of focus on *memorising* is not surprising given that C2005 was written in reaction to the perceived rote-learning approach of the previous curriculums. The only points which are relevant to *memorising* are points where retelling of stories is required, such as “give an account of the changes experienced by communities, including struggles over resources and political rights” (C2005:HSS6). The focus of *memorising* in this example is therefore community based, rather than *memorising* the coherent narrative of the nation state as a whole.

The low incidence of *analysing* in comparison to the other curriculums is due to the lack of specification of C2005 as a history curriculum. A number of the points that were coded as *analysing* were in fact more relevant to geography, such as ‘analyse the causal factors and the relationships which influence the extent of the impact of natural events and phenomena on the lives of people’ (C2005:HSS29). There was evidence of more history specific *analysing* competencies, such as “deducing and synthesising information from sources and evidence” (C2005:HSS37).

²⁰ The elements that were not coded were generally definitions, such as “Human and Social Sciences comprise the study of relationships between people, and between people and their environment” (C2005:HSS2) or more technical geography specific skills, such as “representing data graphically” (C2005:HSS38).

It is also interesting that this section is the area with the lowest level of *not coded* points; this is likely because C2005 is an outcomes-based curriculum and therefore frames most of its material at skills and purposes rather than specific content.

5.2.3.1.4 CAPS: Key Competency

Table 5-16: CAPS Key Competency percentage results

	CAPS
Memorising	5.7%
Analysing	56.6%
Connecting	43.4%
Not Coded	24.5%

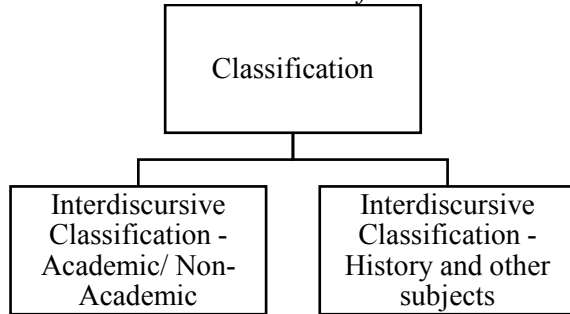
CAPS has a fairly strong focus on *analysing* as the Key Competency, but *connecting* still plays a significant role. The curriculum is clearly more strongly specified as historical and it therefore prioritises *analysing purpose statements*, such as “History is the study of change and development in society over time” (CAPS:9). However, like NC2014, *connecting* also has an important role to play, as history is also about “learning to think about the past, and *by implication the present* in a disciplined way” (CAPS:9 emphasis mine). CAPS is therefore in strong contrast to C2005, which focused on *connecting* as the primary competency.

The elements that are not coded are generally either definitions (“*Time and chronology*: History is studied and written in sequence”) (CAPS:11) or pedagogic (“Timelines are often used to develop this concept” (CAPS:11). As will be discussed regarding Classification, some elements are not in fact historical skills.

5.2.4 Classification

As discussed above, Bernstein’s concept of Classification is a means to discuss the relative strength of identity through the coding of boundaries between:

- 1.1. Academic and non-academic knowledge, and
- 1.2. History and other subjects.

Table 5-17: *Interdiscursive Classification*

5.2.4.1 *Interdiscursive Classification: Between Academic and Non-academic Knowledge*

The data has been categorised as strongly classified as academic knowledge if it is strongly bounded from non-academic knowledge and if *topics*, *elaborated content* and *purpose statements* make little to no reference to non-academic knowledge. The data has been categorised as weakly classified if there is frequent reference to non-academic knowledge.

Table 5-18: *Interdiscursive Classifications: Between Academic and Non-academic knowledge*

	C ⁺	C ⁻
NC1991	X	
NC2014	X	
C2005		X
CAPS	X	

5.2.4.2 *Interdiscursive Classification: between history and other subjects*

The data has been categorised as strongly classified as history knowledge if it is strongly bounded from other subjects, and if *topics*, *elaborated content* and *purpose statements* make little to no reference to other subject knowledge. The data has been categorised as weakly classified if there is frequent reference to other subjects, in particular to geography and technology.

Table 5-19: *Interdiscursive Classification: Between history and other subjects*

	C ⁺	C ⁻
NC1991	X	
NC2014	X	
C2005		X
CAPS	X	

5.2.4.2.1 NC1991: Classification

As has been discussed above, NC1991 is generally very strongly classified as academic historical knowledge rather than non-academic or as other subjects. In the entire curriculum, there are almost no elements that could be coded as C for either element of Interdiscursive Classification. The low incidence of non-coded items across the various aspects of the academic identity confirms that the curriculum is clearly identified as historical rather than non-academic or integrated with other subjects. There is an indication in the introduction to the “General requirements for programmes of study” that students should have opportunity to “explore links between history and other subjects” and to

develop knowledge, understanding and skills related to cross-curricular themes, in particular citizenship, environmental, health and careers education, and education for economic and industrial understanding (NC1991:11)

Both of these *purpose statements* show the suggestion for a weakening of Classification with other subjects and non-academic topics. This will be achieved through the ways in which the content is taught and the links that individual teachers make rather than through the prescribed content itself. There was absolutely no weakening of Classification within the attainment targets or the content, and the curriculum is strongly specified as history.

5.2.4.2.2 NC2014: Classification

Similar to NC1991, NC2014 is also very strongly classified as history in relation to both non-academic knowledge and other subjects. Again, there were almost no elements that could be coded as non-academic or as other subjects. Although certain *purpose statements* could be seen as weakening Classification with citizenship to a degree, even these are still clearly understood as being primarily focused on history. For example, the *purpose statement*,

history helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time (NC2014:94)

shows a measure of weakening with citizenship in the phrase, “their own identity and the challenges of their time”. These insights are clearly understood as emerging from historical study itself. None of the *topics* or *elaborated content* points have any weakening of Classification.

5.2.4.2.3 C2005: Classification

By very sharp contrast, C2005 is weakly classified in relation to both non-academic knowledge and other subjects. This has been discussed in relation to the other aspects of the academic identity and the high incidence of non-coded items for each element of the instructional discourse analytic framework

(with the exception of Key Competency) shows that much of the curriculum is not recognisable as history:

- Content Focus: 58%
- Content Region: 53%
- Key Competency: 8.7%

In relation to non-academic knowledge, as discussed above, the inclusion of local, everyday knowledge was seen as a way to overturn the damage done in the apartheid-era education's refusal to acknowledge indigenous knowledge or alternative perspectives. One such example of weakened Classification with non-academic knowledge is, "access to include activities such as: writing letter; petitioning; lobbying" (C2005:HSS17).

As the curriculum was intended to integrate subjects, there is a particular weakening of Classification with geography, technology and citizenship. For instance, the Range Statement "consideration of how 'gifts of nature' become resources" (C2005:HSS19) shows a weakening of Classification with geography. The Specific Outcome, "Critically understand the role of technology in social development" (C2005:HSS2) shows a weakening of Classification with technology.

5.2.4.2.4 CAPS: Classification

CAPS is fairly strongly classified with regards to both forms of Interdiscursive Classification. There is some weakening of Classification with non-academic knowledge, particularly within the *purpose statements*. For example, the points exploring how history "supports citizenship within a democracy" (illustrated in Figure 5-12) all show a weakening of history *purpose statements* with non-academic knowledge associated with citizenship.

Figure 5-12: Extract from CAPS page 9 showing weakening of Classification with non-academic knowledge

The study of History also supports citizenship within a democracy by:

- explaining and encouraging the values of the South African Constitution;
- encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns;
- promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia; and
- preparing young people for local, regional, national, continental and global responsibility.

Within the “Specific Aims of History” section, where one would expect to find mostly strongly classified *purpose statements*, there is actually some weakening of Classification with English skills, such as in “Writing history in an organised way, with a logical line of argument” (CAPS:10). These instances of weakening are more pronounced than in either of the English curriculums, but CAPS still shows overall stronger Classification than C2005.

The *topics* and *elaborated content* points are generally strongly classified as historical. None of the *topics* had any weakening of Classification. A few *elaborated content* points showed a slight weakening of Classification with non-academic knowledge or economic subject knowledge, such as “why diamonds are valuable” (CAPS:37) and “why gold is valuable” (CAPS:38). The purpose of these brief sections (each point is only allocated 1 hour) is to provide context for the strongly historical content that will be covered in the two *topics* related to the “Mineral Revolution” in South Africa. There are therefore few indications of an overall weakening of Classification within the curriculum.

There are no instances of weakening of Interdiscursive Classification between history and geography. Teachers are instructed explicitly in the introduction to the curriculum document that “the two disciplines are kept separate” and that the marks should be recorded separately (Department of Basic Education 2011:8). History is clearly defined as “the study of change and development in society over time”, which is a definition drawn from the historical discipline rather than the cross-curricular aims, as in C2005 (Department of Basic Education 2011:9).

5.2.5 Shifts within Academic identities in the four curriculum documents

Table 5-13 characterises the various elements of the academic identities found within the four curriculum documents.

Figure 5-13: Summary of academic identities

	Organising Principle	Content		Key Competency	Classification
		Focus	Region		
NC1991	<i>chronological/elements of episodic</i>	<i>political/ socio-cultural</i>	<i>National</i>	<i>analysing</i>	C ⁺
NC2014	<i>chronological/ episodic</i>	<i>political</i>	<i>National</i>	<i>analysing/ connecting with some elements of memorising</i>	C ⁺
C2005	<i>thematic</i>	<i>economic/ socio-cultural</i>	<i>national (local to a lesser degree)</i>	<i>connecting</i>	C ⁻
CAPS	<i>episodic</i>	<i>political</i>	<i>global (national to lesser degree)</i>	<i>analysing/ some elements of connecting</i>	C ⁺

5.2.5.1 *Organising Principle*

Within the English national curriculums, the Organising Principles have remained much the same. There is a stronger sense of a *chronological* Organising Principle within NC1991 than in N2014, but it does still have visible elements of an *episodic* Organising Principle. The tension between *chronological* and *episodic* which is present in both curriculums could be a result of the wider tension between the *progressive* influence of the approaches of SCHP versus the *traditional* concerns of Thatcher in 1991, and Gove in 2014. Depth and overview and thematic ‘lines of development’ approaches were a key part of the approach adopted within the SCHP curriculums (SCHP 1976:43-46). As discussed in the introduction, both Thatcher and Gove had a very clear conception of what constituted a valid history curriculum: a chronological narrative. The tensions between the more *episodic* and *chronological* approach could be a by-product of these contrasting pressures placed upon the history curriculum writers.

By contrast, the South African curriculums showed a dramatic shift in terms of Organising Principle. Whereas C2005 followed a *thematic* Organising Principle, CAPS follows a strongly *episodic* Organising Principle. The *thematic* Organising Principle in C2005 allowed for the teachers to have great freedom in what content they chose. The avoidance of a *chronological* approach could be explained because C2005 was a reaction against the apartheid-era use of superficial content-heavy approaches, which relied on rote drilling pedagogies (Nykiel–Herbert 2004:251). The change in CAPS to an *episodic* approach is reflective, at least in part, of the influence of the ‘turning points’ approach from the SCHP on South African history educationalists.

It is interesting, however, that neither South African curriculums make use of a *chronological* Organising Principle compared to the English curriculums where its use is quite prominent. The kind of academic identity that the English curriculums hope to produce therefore has a strong emphasis on understanding chronology. C2005 is more concerned with the tracing of key themes, while CAPS sees understanding key turning points as the most important.

5.2.5.2 *Content: Focus and Region*

In relation to content, the English curriculums both showed a clear focus on *political* and *national* content. There was a slight increase in *political* content from NC1991 (51%) to NC2014 (60%) and a slight decrease in *national* content from NC1991 (84%) to NC2014 (78.2%). *Socio-cultural* was the second most visible element of the Content Focus. This aspect also decreased slightly from NC1991 (47.5%) to NC2014 (40%). In both curriculums, the *economic* focus had the lowest incidence (16.3% in NC1991 and 12.7% in NC2014). *Local* history increased from NC1991 (1.3%) to NC2014 (7.3%).

In NC1991, *continental* history made up 35%, which was by far the most across all four curriculums. In NC2014, this had decreased to 14.5%. Inversely, *global* content increased from NC1991 (17.5%) to NC2014 (25.5%). The incidence of non-coded items in both English curriculums remained relatively low. Overall, the Regional Focus of the content in both curriculums was dominated by *national* content. While there was a significant emphasis on *socio-cultural* material, the *political* content was more evident.

As with the pressure for a *chronological* Organising Principle, there was a pressure on both NC1991 and NC2014 reforms for a *national political* Focus in the telling of the narrative of the formation of the nation state (Baker 1993:167–168). Thatcher was “appalled” in particular at the lack of focus on British history in the History Working Group’s proposed history curriculum, which is perhaps part of the reason that the final curriculum has a higher level of *national political* history (Cannadine, Keating et al 2011:194). Similarly, Gove’s revision of national curriculum was prompted in part by the concern that there was a lack of knowledge about *national* history (Fordham 2012:242). The ongoing tensions about the purpose of history education within England can thus be seen in the dynamics within the Content selection.

Both South African curriculums show a substantially lower percentage of *national* history compared to the two English curriculums (C2005 – 43% and CAPS – 43.5%). It is interesting that there had not been much shift between the two South African curriculums in relation to the percentage of content related to *national* history. However, whereas C2005 had 33% of its content coded as *local*, only 0.4% of the CAPS content could be coded as *local*. It is likely that the focus on *local* content within C2005 was aimed at preventing authoritarian, top-down approaches, in direct contrast to the approach of Christian National Education during apartheid (Nykiel–Herbert 2004:258). On the other hand, C2005 had only 23.6% *global* content, whereas CAPS had 50.4% *global*, by far the highest of all four curriculums. There has therefore been a major shift from a major focus on *local* history in C2005 to a much more *global* focus in CAPS. Both curriculums had a relatively low incidence of *continental* content (C2005 – 16.6% and CAPS – 15.7%). South Africa is therefore not clearly positioned as an African nation in either curriculum. Compared to the English curriculums, both South African curriculums have a much lower incidence of *national* content.

There was a relatively low incidence of *political* content within C2005 (11%) compared to CAPS (54.3%). Given the fractured nature of South African society after the end of apartheid, it is interesting that the curriculum reform did not create a strong narrative of the building of the nation state. There was a moderate increase in *socio-cultural* content from 18.5% in C2005 to 28.2% in CAPS. The level

of *economic* content remained consistent at 22.4% in C2005 to 24.3% in CAPS. However, given the high incidence of *non-coded* items in C2005, *economic* was the highest of all of the Content Focuses. There has therefore been a shift in academic identity in relation to content, from a prizing of *economic* and *socio-cultural* interpretations of *local* history in the context of *national* history, to a greater focus on *political* history of the nation within a *global* context.

5.2.5.3 Key Competency

In relation to Key Competency, NC1991 has by far the highest visibility of *analysing* (81.3%). By comparison, NC2014 has only moderate visibility of *analysing* (40%). There was an increase in *memorising* from 12.5% in NC1991 to 30% in NC2014, which is therefore a shift from weak to moderate visibility. There was also an increase in the visibility of *connecting* from 25% in NC1991 to 40% in NC2014. Although *connecting* remained moderately visible in both curriculums, the increase of 15% of *purpose statements* related to *connecting* is significant. The main shifts with the imagined academic identity is therefore from a strong focus on *analysing* in NC1991 to a more balanced view of all three Key Competencies within NC2014.

The strong focus on *analysing* within NC1991 is perhaps reflective of the tussle between the History Working Group and the more *traditional* pressures refusing to have content knowledge as the goal of the Attainment Targets, and instead insisting upon defining “principles of assessment” based around “conceptual development” (Guyver 2012:166). These “principles” embody many of the Key Competencies of *analysing*, as they reflect skills in constructing and engaging with historical accounts. The fact that NC2014 has a more varied view of Key Competency is perhaps reflective of the increasing influences of concerns about citizenship and making the curriculum relevant to the problems facing modern society²¹, and the ongoing pressure of more *traditional* views of history education, which favour *memorising* a *national chronological* story.

Memorising remained mostly invisible within both C2005 (7.6%) and CAPS (5.7%). The low level of *memorising* is probably in part due to the reaction against apartheid-style rote learning of content. It is interesting that the CAPS document does still include an indication that “memory skills remain important”, but that this is given within the context of not driving a wedge between understanding content and developing the historical skills and aims (CAPS:11). By contrast, *analysing* increased from moderately visible in C2005 (34.4%) to highly visible in CAPS (56.6%). This is in part due to the fact that CAPS is much more clearly specified as a history curriculum and foregrounds historical thinking.

²¹ Particularly after the Crick Report and Ajegbo Report discussed above.

The increased role of *analysing* is perhaps also indicative of the influence of the English curriculum reforms on the CAPS curriculum writers. There was also a shift from *connecting* being the primary Key Competency within C2005 (53.6%) to being only moderately visible within CAPS (43.4%). The Key Competency has therefore shifted across the South African curriculum reforms from *connecting* in C2005 to *analysing* in CAPS.

NC1991 is thus the curriculum where *analysing* is seen as by far the most important. The other three curriculums see it as important, but not to the same degree. *Connecting* has remained an important Key Competency in the South African curriculums, whereas the role of this Key Competency has increased in significance across the English curriculum reforms. This pattern of *connecting* is also reflected in the discussion of the Citizen-Society Relation below.

5.2.5.4 *Interdiscursive Classification*

As discussed above, both English national curriculums were strongly classified in relation to both aspects of Interdiscursive Classification. There were almost no instances of weakening of Classification with either non-academic knowledge or with other subjects. It is likely that the strength of the classification of both English curriculums is in part due to the strong tradition of history education in the UK. Even within the varying pressures of the more *traditional* views of history education versus the history educationalists following the SCHP, both camps have had a clear sense of the role of school history as a distinct subject rather than as integrated with either non-academic or other subject knowledge.

The picture in the South African history curriculum reforms is very different: there was a dramatic shift in Classification from C2005 to CAPS. CAPS is mostly strongly classified, although there were some instances of weakening of Classification with *purpose statements*. However, overall, the imagined subject of CAPS would have a strongly specialised identity as a history student. C2005 has many examples of the weakening of Classification within both aspects of Interdiscursive Classification. The curriculum therefore imagines a very different kind of history student compared to the other three curriculums; rather than having a specialised historical knowledge and skills, the history student of C2005 should value non-academic knowledge and make connections between history and other subjects. This indicates that C2005 follows a very different purpose than the other three curriculums.

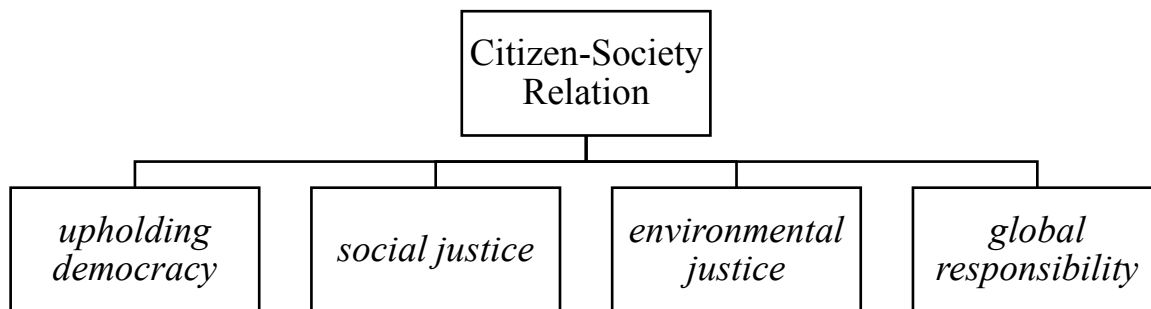
5.3 **Regulative Discourse: Civic Identity**

As discussed above, the instructional discourse is embedded within a regulative discourse. The academic identities that emerge from the discussion of instructional discourse also produce civic

identities. These civic identifies are discussed in the final discussion of regulative discourse. The following section deals with regulative discourse and the kinds of civic identities that emerge. The regulative discourse is examined in relation to the Citizen-Society Relation and Regional Civic Identity.

5.3.1 Citizen-Society Relation

Figure 5-14: Citizen-Society Relation divisions



The Citizen-Society Relation is examined according to *upholding democracy*, *social justice*, *environmental justice* and *global responsibility*. As was the case with Region and C2005, if an Assessment Criteria or Performance Indicator relates to one of these elements, then the Range Statement points will be included as well (see Figure 5-15 below).

Figure 5-15: Extract from C2005 showing Assessment Criteria, Range Statement and Performance Indicator, which would all be coded environmental justice

<p>7. Relations between people and key features of the environment are critically examined by: acquiring knowledge, identifying and analysing relationships</p>	<p>Key features, to include:</p> <ul style="list-style-type: none"> the natural environment (e.g. topography, climate, river and other eco-systems) the built environment (e.g. infrastructure including transport systems, water and electricity services, rural and urban settlements) <p>Context, to include:</p> <ul style="list-style-type: none"> exploitation of resources settlement (e.g. urbanisation) migration co-operation and trade transport regional inequalities in Southern Africa organisation of production political (e.g. pass-laws, resettlement, 'Bantustan' system) <p>An important focus in this phase is developing the ability to evaluate evidence and construct reasoned arguments about major issues: e.g., the location of a new factory or road.</p>	<ul style="list-style-type: none"> explain how different factors impact on broad patterns of development, such as settlement patterns analyse the impact of different environmental factors on regional development in Southern Africa
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Table 5-20 summarises the results of the Citizen-Society Relation.

SHIFT IN ACADEMIC AND CIVIC IDENTITY IN FOUR HISTORY CURRICULUMS

Table 5-20: Citizen-Society Relation results

	Number of available units	Upholding democracy	%	Social Justice	%	Environmental Justice	%	Global Responsibility	%
NC1991	113	13	11.5%	6	5.5%	1	0.9%	0	0%
NC2014	65	12	18.6%	8	12.3%	0	0%	2	3.1%
C2005	704	105	14.9%	208	29.5%	129	18.3%	39	5.5%
CAPS	283	52	18.4%	107	37.8%	1	0.4%	1	0.4%

5.3.1.1.1 NC1991: Citizen-Society Relation

Table 5-21: NC1991 Citizen-Society Relation results

	NC1991
Upholding democracy	11.5%
Social Justice	5.5%
Environmental Justice	0.9%
Global Responsibility	0%

The NC1991 has a clear content focus on the development of voting rights relating to *upholding democracy*. *Elaborated content* points such as “the origins of parliament” within the *topic*, “The development of the English monarchy” (NC1991:39) show a focus on *upholding democracy* through students learning about the origins of democratic practices in their own country. However, the goals of the curriculum are to give a broad sweep of British history and, although the political developments leading to increasingly widespread franchise is one of the themes that can be traced in the curriculum, it is not the overriding theme. The different elements of the Focus discussed above mean that life for ordinary citizens, social, cultural and economic changes are also of importance in the curriculum. The comparatively low level of *upholding democracy* compared to the *political* aspect of Focus above shows that much of the *political* content is not specifically to do with democracy, but rather other aspects of Britain’s political development.

The *purpose statements* do not contain any reference to *upholding democracy*. In the introduction to the “General requirements for programmes of study” there is an indication that pupils should:

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develop knowledge, understanding and skills related to cross-curricular themes, in particular citizenship, environmental, health and careers education, and education for economic and industrial understanding (NC1991:11)

This is also the only reference to *environmental justice* in the curriculum.

There are limited references to *social justice*. The primary examples of *elaborated content* dealing with subject matter related to issues of *social justice* are “the dropping of the atomic bombs on Hiroshima and Nagasaki” and “origins of the United Nations, including the UN Charter and the Universal Declaration of Human Rights” (NC1991:45). There are no statements relating to *global responsibility*.

5.3.1.1.2 NC2014: Citizen-Society Relation

Table 5-22: NC2014 Citizen-Society Relation results

	NC2014
Upholding democracy	18.6%
Social Justice	12.3%
Environmental Justice	0%
Global Responsibility	3.1%

As with NC1991, the most prevalent element of the Citizen-Society Relation within NC2014 is *upholding democracy*. Similarly, the focus of this element is on the ways in which Britain’s parliament and franchise developed. *Elaborated content* points such as “party politics, extension of the franchise and social reform” (NC2014:96) show this focus.

The *social justice* elements are also mainly shown through content choices, such as “the creation of the Welfare State” (NC2014:97). However, unlike NC1991, there are elements of the *purpose statements* that relate to the goals of *social justice*, such as “helps pupils to understand the complexity of people’s lives...” (NC2014:94), which shows that this element of the Citizen-Society Relation is more deliberately included.

There are no aspects that relate to *environmental justice*, which shows that there is a very clear distinction between geography and history, and that the primary pressures on history education relate to diversity rather than the environment. Whereas there is no indication of *global responsibility* within NC1991, NC2014 clearly indicates that understanding “the challenges of their time” (NC2014:94) is

an important consequence of an effective history education. One of the *elaborated content* points, “Britain’s place in the world since 1945” (NC2014:97), shows an engagement with the post-colonial realities of Britain in the post-war settlement.

5.3.1.1.3 C2005: Citizen-Society Relation

Table 5-23: C2005 Citizen-Society Relation results

	C2005
Upholding democracy	14.9%
Social Justice	29.5%
Environmental Justice	18.3%
Global Responsibility	5.5%

C2005 has numerous references to *upholding democracy*. One of the *topics* is “Participate actively in promoting a just, democratic and equitable society” (C2005:HSS2). The six Assessment Criteria that fall under this Specific Outcome, as well as the accompanying Range Statements and Performance Indicators, all relate to the idea of *upholding democracy*. However, the goals of upholding democratic processes are seen throughout the curriculum. For instance, for SO6:AS3, “The impact of human activities on different natural ecosystems” is to be critiqued in part from the “perspective of the tenets of the SA constitution” (C2005:HSS27). It is understandable that as a new democracy where the hopes for a united nation lay at least in part in the creation of a new constitution, there would be a strong focus on the constitution within C2005.

The context of social inequality and the need for a change in South African society meant that the curriculum also places a very strong emphasis on *social justice*. Four out of the nine *topics* could be coded as *social justice*:

“SO2. Demonstrate a critical understanding of patterns of social development”;

“SO3. Participate actively in promoting a just, democratic and equitable society”;

“SO5. Critically understand the role of technology in social development” and

“SO7. Address social and environmental issues in order to promote development and social justice” (C2005:HSS2).

This is by far the highest focus on *social justice* of any of the curriculum documents and demonstrates that the curriculum writers of this curriculum had very different intentions to that of the other curriculums. The Specific Outcomes are described as providing the “skills, knowledge and values” (Department of Education 1997:21). The explicit goal of the curriculum is therefore to shape the “values” of the students, particularly with respect to dealing with inequality.

What is of particular interest is the number of times that the *environmental* and *social justice* elements are linked in the curriculum. For example, “explore how resource utilisation affects the development of individuals, communities and societies” (C2005:HSS20), or the Assessment Criteria, “The impact of the distribution of power relationships and resources on social and environmental issues is understood” (C2005:HSS21). The goals of *environmental justice* are very visible, which is in part due to the geography element of the curriculum. The heavy focus on *environmental justice* and *social justice* corresponds to the heavy focus on *local* content. There is a concern within the curriculum for community-based and inter-community interactions rather than just with the overall national character — the goal is to have citizens who care about each other and the environment.

5.3.1.1.4 CAPS: *Citizen-Society Relation*

Table 5-24: CAPS Citizen-Society Relation results

	CAPS
Upholding democracy	18.4%
Social Justice	37.8%
Environmental Justice	0.4%
Global Responsibility	0.4%

The relatively high incidence of *social justice* elements is primarily due to the content choice; three of the twelve *topics* are directly related to content to do with *social justice* concerns:

- The Transatlantic slave trade (CAPS:34)
- Turning points in modern South African history since 1948 (CAPS:43)
- Turning points in modern South African history 1960, 1976 and 1990 (CAPS:44)

Points two and three are related to apartheid, resistance to apartheid and the ways in which apartheid created inequality in South Africa. Although teachers could choose to downplay the social justice

element of these topics, the way in which the curriculum frames the *elaborated content* points for each of these topics emphasises individual experience and justice as seen in Figure 5-16.

Figure 5-16: Extract from *Elaborated content points, Transatlantic slave trade (CAPS:34)*

The impact of the transatlantic slave trade on slaves	6 hours
<ul style="list-style-type: none"> - What it was like to be a plantation slave in the American South <ul style="list-style-type: none"> o Slave culture in songs and stories o Resistance to slavery: individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson, murdering owners o Rebellion against slavery o Nat Turner's revolt 1831 o Joseph Cinque and the Amistad Mutiny 1839 o The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves) o Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape o The story of John Brown and his mission to abolish slavery 	

A number of the other *topics*, including “The Mineral Revolution” (CAPS: 38) and “Colonisation of the Cape Colony 17th – 18th century” (CAPS:35) deal with *elaborated content* like “slaves at the Cape” (CAPS:35) or “increasing burden on women in the reserves, erosion of families” (CAPS:38).

The low incidence of coding of *environmental justice* is due in part to the desire to differentiate the history component of Social Sciences from geography. This corresponds with the stronger Interdiscursive Classification discussed above.

Upholding democracy is primarily seen in the *topics*:

- World War II (CAPS:41)
- Turning points in modern South African history since 1948 (CAPS:43)
- Turning points in modern South African history 1960, 1976 and 1990 (CAPS:44)

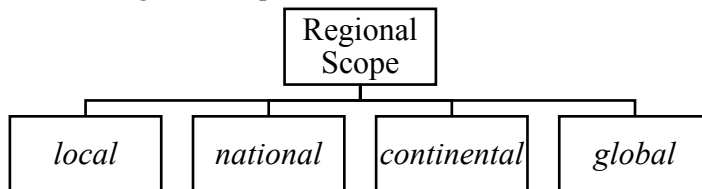
The first of these deals particularly with “Nazi Germany as an example of a fascist state (compared with democracy)” (CAPS:41). Nazi Germany, and the apartheid state are both evaluated as contrasts to proper democracies. The culmination of the prescribed content is the “democratic elections 1994” (CAPS:44). The value of democracy is, so to speak, the end of the story of history as many South African students will experience it.

Compared to C2005, relatively few of the *purpose statements* were to do with any of the Citizen-Society elements. The primary section that could be coded was the discussion of how “The study of History also supports citizenship within a democracy” (CAPS:9). Of the fifty-three *purpose statements*, only seven could be coded as one or more of the Citizen-Society Relation elements. The

majority were related to the procedural skills, historical concepts and definitions relevant to history as an academic discipline.

5.3.2 Regional Scope

Figure 5-17: Regional Scope divisions



Within Regional Scope, the non-coded results are not included, as it is to be expected that a number of the *purpose statements* would not be related to Regional Scope. Although the percentage values are generally low, the relationship between *local*, *national*, *continental* and *global* is still useful for my analysis of the kinds of civic identities that emerge.

Table 5-25: Regional Scope results

	Number of purpose statements	Local	%	National	%	Continental	%	Global	%
NC1991	33	0	0%	3	9.1%	3	9.1%	3	9.1%
NC2014	10	1	10%	3	30%	0	0%	4	40%
C2005	276	60	21.7%	60	21.7%	11	4%	18	6.5%
CAPS	53	2	3.8%	3	5.7%	1	1.9%	1	1.9%

5.3.2.1.1 NC1991: Regional Scope

Table 5-26: NC1991 Regional Scope results

	NC1991
Local	0%
National	9.1%
Continental	9.1%
Global	9.1%

It is interesting that NC1991 makes equal reference within the *purpose statements* to *national*, *continental* and *global* Regional Scope. This is in sharp contrast to the reality of the content, which, as discussed above, is strongly *national* Regional Scope (84%). Although both *continental* and *global* are present in the curriculum, they are by no means of equal weight. The hopes that the curriculum would

“enable pupils to develop knowledge and understanding of British, European and world history” (NC1991:11) is therefore matched by the content selected.

5.3.2.1.2 NC2014: *Regional Scope*

Table 5-27: NC2014 *Regional Scope* results

	NC2014
Local	10%
National	30%
Continental	0%
Global	40%

It is striking that NC2014 makes more reference to *global* concerns than even *national* in the *purpose statements*. The content did have 25.5.% *global* coding, so this *Regional Scope* is visible in the content. It does not, however, correspond to the high level of *national* content that is prescribed. This could be due to a sense that Britain’s role in the world was changing and that part of the role of the history curriculum was to prepare students for the “challenges of their time” (NC2014:94). The increased visibility of *connecting* as a Key Competency, from 25% in NC1991 to 40% in NC2014, would support this viewpoint.

5.3.2.1.3 C2005: *Regional Scope*

Table 5-28: C2005 *Regional Scope* results

	C2005
Local	21.7%
National	21.7%
Continental	4%
Global	6.5%

C2005 makes the most direct references to the *Regional Scope* of the four curriculum documents. *Local* is discussed in equal measure to *national* in the *purpose statements*, unlike in the content, where *local* actually predominates. The specific aims element of the curriculum does see understanding *national* history as an important element; one of the Specific Outcomes is: “Demonstrate a critical understanding of how South African society has changed and developed” (C2005:HSS2). The relatively high presence of *local* *Regional Scope* within the *purpose statements* compared to the other four curriculums reflects the concerns around valorising local knowledge, as discussed above. Outcomes, which are seen in the Assessment Criteria and Performance Indicator, are where the *local* *Regional Scope* is more visible, particularly in relation to aspects that were also coded as *upholding*

democracy, social justice and environmental justice. Although there is a sense that *global* relations are important, such as “The interrelationships between South Africa and the rest of the world are explored” (C2005:HSS7), the *local* context is emphasised.

5.3.2.1.4 CAPS: Regional Identity

Table 5-29: CAPS Regional Scope results

	CAPS
Local	3.8%
National	5.7%
Continental	1.9%
Global	1.9%

The CAPS document has a relatively low incidence of *purpose statements* coded as elements of Regional Scope. The relatively higher level of *national* versus *global* coded *purpose statements* does not correspond with the content choice coding, which, as discussed above, favoured *global*. As discussed with the Citizen-Society Relation, the attempts to refocus the curriculum as based on an academic discipline meant that the majority of the *purpose statements* were related to disciplinary elements. For example, the “Specific Aims of History” makes no reference to either Regional Scope or Citizen-Society Relation elements.

5.3.3 Shifts in Civic Identities in four curriculum documents

Table 5-30: Summary of civic identities in four curriculum documents

	CITIZEN-SOCIETY RELATION		REGIONAL SCOPE
	Level of Coding	Focus	
NC1991	Relatively low incidence of coded items	<i>upholding democracy</i> with some <i>social justice</i>	Even focus on <i>national, continental, global</i>
NC2014	Somewhat higher incidence of coded items	<i>upholding democracy</i> and <i>social justice</i>	Focus on <i>global</i> , with some <i>national</i>
C2005	Relatively high incidence of coding	<i>Social justice</i> with some <i>environmental justice</i> and <i>upholding democracy</i>	Even focus on <i>local</i> and <i>national</i>
CAPS	Relatively high incidence of coding	Main focus on <i>social justice</i> , but also presence of <i>upholding democracy</i>	Focus on <i>national</i> with some <i>local</i>

5.3.3.1 Citizen-Society Relation

There was an increase in the incidence of *upholding democracy* from 11.5% in NC1991 to 18.6% in NC2014. *Social justice* also increased from 5.5% in NC1991 to 12.3% in NC2014 and *global*

responsibility increased from 0% in NC1991 to 3.1% in NC2014. The only element that decreased from NC1991 to NC2014 was *environmental justice*, which moved from 0.9% to 0%. However, both of these instances are so low that this is really a case of the civic identity remaining the same. In both NC1991 and NC2014, there is a fairly low incidence of coding of the Citizen-Society Relation elements. The academic historical identity is therefore foregrounded over civic identities. There is, however, an overall increase in the presence of aspects of Citizen-Society Relation from NC1991 to NC2014, which shows a shift in the conception of the kind of citizen that the curriculum writers would want to produce.

The results of the Citizen-Society Relation for the South African curriculums were somewhat surprising. In the cases of both *upholding democracy* and *social justice*, there was in fact an increase from C2005 to CAPS. Whereas there were 14.9% instances of *upholding democracy* for C2005, there were 18.4% instances in CAPS. Most surprising was an increase from 12.3% (C2005) to 37.8% (CAPS) for *social justice*. CAPS therefore had the highest instance of *social justice* of the four curriculum documents. This high level of *social justice* was an outcome of the content choice within CAPS, which shows that the curriculum writers were possibly choosing topics that could lead to discussions of social justice. While some aspects of the content within C2005 were coded as *social justice*, the *purpose statements* framed the content as having a *social justice* concern. On the other hand, there was a decrease from 18.3% (C2005) to 0.4% (CAPS) in relation to *environmental justice*. As discussed above, this shows the shift from a curriculum where history and geography are integrated to one that is distinctly a history curriculum. The instances of *global responsibility* were low in both curriculums, but there was a decrease from 3.1% in C2005 to 0.4% in CAPS.

Across the four curriculums, therefore, CAPS has the highest instance of elements relating to the categories of the Citizen-Society Relation. The South African curriculums have a much greater concern with the various aspects of the Citizen-Society Relation than the English curriculums, which perhaps reflects a greater concern for aspects of citizenship and equality within the South African context.

5.3.3.2 *Regional Scope*

NC1991 has no *local* Regional Scope *purpose statements*; while NC2014 still has a fairly low number, it has increased to 10%. There was an increase in both *national* and *global* Regional Scope points. In NC1991, 9.1% were coded as *national*, while in NC2014, 30% were coded as *national*. There was a dramatic increase from 9.1% *global* points to 40% *global* in NC2014. The only aspect of Regional Scope to decrease was *continental*, which went from 9.1% in NC1991 to 0% in NC2014. In the ways

in which the curriculum framed Regional identity within the *purpose statements*, there had been an overall increase of *local*, *national* and *global*, but a decrease in *continental*. However, as discussed above, the actual breakdown of the Regional Focus of the substantive content does not correspond to the Regional Scope findings. The Regional Scope would suggest that NC1991 had an equal Regional Focus on *national*, *continental* and *global* (9.1% each), but this does not correspond to the actual Regional Focus (84% *national*; 35% *continental* and 17.5% *global*). Similarly, NC2014 Regional Scope would suggest a greater Regional Focus on *global* than *national*, whereas the actual Regional Focus is *national* 78.2% versus 25.5% *continental*. Both English curriculums therefore present themselves as having a broader Regional Scope than is actually reflected within the content choice.

There was a dramatic decrease of 17.9% in *local* Regional Scope from 21.7% in C2005 to 3.8% in CAPS. *National* Regional Scope also decreased from 21.7% in C2005 to 5.7% in CAPS. The *continental* Regional Scope remained low in both curriculums (4% in C2005 and 1.9% in CAPS). There was also a decrease from 6.5% in C2005 to 1.9% in CAPS of *global* Regional Focus. As was the case with the English national curriculums, the Regional Scope and the Regional Focus do not correspond in the case of the CAPS document. The Regional Scope would suggest a fairly even focus within the content on *local* and *national*, with less of an emphasis on *continental* and *global*. The actual Regional Focus is very low on *local* content (0.4%) and has a higher instance of *global* (50.4%) than *national* (43.5%). C2005 is the exception to this pattern. The Regional Scope would suggest an even emphasis on *local* and *national* within the content for C2005, which corresponds to the actual Regional Focus, which has 33% *local* and 43% *national*. The lower emphasis on *continental* and *global* within Regional Scope also corresponds to the Regional Focus, which has 16.6% *continental* and 23.6% *global* content focus.

It is interesting that none of the curriculum documents' dominant Regional Scope corresponds to the Regional Focus as seen below:

Table 5-31: Comparison of Regional Scope and Regional Focus across the four curriculum documents

	Regional Scope	Regional Focus
NC1991	even <i>national</i> (9.1%), <i>continental</i> (9.1%) and <i>global</i> (9.1%)	<i>national</i> (84%)
NC2014	<i>global</i> (40%)	<i>national</i> (78.2%)
C2005	Even <i>local</i> (21.7%) and <i>national</i> (21.7%)	<i>national</i> (43%)
CAPS	<i>national</i> (5.7%)	<i>global</i> (50.4%)

This suggests that there are some tensions in the way in which the curriculum documents would want to imagine the regional identity of the history student. The expressed aims of the Regional Scope within the *purpose statements* and the actual Regional Focus within the substantive content prescribed are in some cases (such as NC1991) completely undermined by the actual content prescribed.

5.3.3.3 *Academic identities in relation to civic identities*

In order to discuss the ways in which the instructional discourse is embedded within the regulative discourse, a summary of the dominant results of the academic identities is given in Table 5-32.

Table 5-32: Summary of Academic Identities to be related to civic identities in four curriculum documents

	Organising Principle	Content		Key Competency	Classification
		Focus	Region		
NC1991	<i>chronological/ elements of episodic</i>	<i>political/ socio-cultural</i>	<i>National</i>	<i>analysing</i>	C ⁺
NC2014	<i>chronological/ episodic</i>	<i>Political</i>	<i>National</i>	<i>analysing/ connecting with some elements of memorising</i>	C ⁺
C2005	<i>thematic</i>	<i>economic/ socio-cultural</i>	<i>National</i>	<i>connecting</i>	C ⁻
CAPS	<i>episodic</i>	<i>Political</i>	<i>global (national to a lesser degree)</i>	<i>analysing/ some elements of connecting</i>	C ⁺

The elements of the results related to academic identity also provide elucidation on the ways the instructional discourse is embedded within the regulative discourse. For NC1991, there are tensions between attempts to produce a history student who has a strong chronological understanding of the political narrative of the nation, and a student who also understands what life was like for ordinary citizens. The focus on a Key Competency of *analysing* within this curriculum shows a privileging of critical thinking over memorising. The emphasis on *analysing* rather than *connecting* relates to the low incidence of coding of elements of Citizen-Society Relation: there is not much emphasis in the curriculum on the issues in current day society.

In relation to content, the instructional discourse within NC2014 has not changed much from NC1991. There is still a focus on a *chronological* or *episodic* approach towards a *national political* history. The major shift has been towards *connecting* within the Key Competencies. This shows an increased focus on the ways in which history can shape students' experience of the current world, and corresponds to the increase in Citizen-Society elements.

Unlike the English national curriculums, where there are limited shifts within the instructional and regulative discourses, the differences between the two South African curriculums represent a major shift. Whereas C2005 took a *thematic* approach to primarily *socio-cultural* and *economic* content, CAPS focused on an *episodic* approach to *political* content. While both curriculums did have a strong *national* element, it was far less so than in the English curriculums. CAPS also focused more on *global* than *national*. There was also a shift from primarily *connecting* Key Competency in C2005 to an increase in visibility of *analysing* in CAPS. The regulative discourses shaping these instructional discourses are therefore showing a shift from a citizen connected to their local issues in the context of the nation, in C2005, to a critical thinking citizen aware of global trends in CAPS.

5.4 Conclusion

In this chapter, the results of the analysis of both academic and civic identities have been presented. The key shifts in the four curriculums in relation to both instructional and regulative discourse have been examined. The next and final chapter examines the extent to which the four curriculum documents relate to the three orientations.

Chapter 6 DISCUSSION AND CONCLUSION

6.1 Introduction

The discussion in the preceding chapter has elaborated on elements of academic and civic identity based on the findings from the analytic framework. This final chapter will draw together the previous discussion in light of the key questions.

6.2 The four curriculum documents in relation to the three orientations

Although the key questions of this curriculum are to do with the ways in which the curriculum documents would want to construct academic and civic identities, part of the way in which this has been conceived is in relation to three orientations towards the purpose of history education. The axes of variation within academic and civic identity discussed in the previous chapter have provided the basis of relating the four curriculum documents to the three orientations. Table 6-1 illustrates which of the three orientations each of the projected academic identities of the curriculum documents fall into. In some cases, the document is a combination of more than one orientation. These indications are, by necessity, a simplification of the preceding discussion; there are nuances that are lost through categorising the documents in this way. However, through mapping the documents onto the *ideal types*, I am able to discuss the most prominent underlying purpose of the history curriculum.

Table 6-1 below illustrates the categorisation of the curriculum documents in relation to the three orientations.

SHIFT IN ACADEMIC AND CIVIC IDENTITY IN FOUR HISTORY CURRICULUMS

Table 6-1: Academic Identities in relation to Three Orientations

ACADEMIC IDENTITIES			
	MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
	ORGANISING PRINCIPLE		
	Chronological	Episodic	Thematic
NC1991	X	X	
NC2014	X	X	
C2005			X
CAPS		X	
	CONTENT		
	FOCUS		
	Strongly political	political/ socio-cultural/ economic focus	socio-cultural/ economic/ political - focus on social justice
NC1991		X	
NC2014	X		
C2005			X
CAPS	X		X
	REGION		
	National	Balance local/ national/ continental/ global	National elements, but focus on local/ global – current issues
NC1991	X		
NC2014	X		
C2005			X
CAPS		X	
	KEY COMPETENCY		
	Memorising	Analysing	Connecting
NC1991		X	
NC2014		X	X
C2005			X
CAPS		X	X

6.2.1 *Organising Principle*

The categorisation of the Organising Principle was discussed in detail above. The framework for analysing orientations overlaps strongly with the analytic framework in this instance. Both NC1991 and N2014 were categorised as Memory History and Analytical History because of their hybrid *chronological and episodic* Organising Principle. C2005 was categorised as Critical History because of its *thematic* Organising Principle and CAPS was categorised as Analytical History due to its *episodic* approach.

6.2.2 *Content Focus*

For the Content Focus, the dominant features of NC1991 were *political* (51%) and *socio-cultural* (47.5%). It has been categorised as Analytical History in this respect as, even though it does have the highest focus on *political*, there is a strong counterbalance in *socio-cultural*. The dominant feature of NC2014 was more strongly *political* (60%), which meant that it was characterised as Memory History.

Although C2005 had a low incidence of content being coded as any aspect of the Content Focus, the content what was coded showed a balance between *socio-cultural* (18.5%) and *economic* (22.4%). The topics included in the curriculum had a strong focus on social justice and freedom, so it has been coded as Critical History.

CAPS had a high level of *political* content (54.3%), which outweighed the *socio-cultural* (28.2%) and *economic* (24.3%). It has therefore been identified as Memory History. However, the presence of a number of *topics* and *elaborated content* relating to themes of *social justice* means that it has also been coded as Critical History.

6.2.3 *Content Regional Focus*

NC1991 has a strong *national* Regional Focus (84%). It has therefore been coded as Memory History. NC2014 also has a strong *national* Regional Focus (78.2%) and has also been coded as Memory History.

Although *national* is coded as the highest percentage within C2005 content (43%), the strong presence of *local* (33%) counterbalances this. The content's focus on current day issues means that the curriculum is coded as Critical History in this aspect.

CAPS also has *national* as its highest coding (43.5%), but it is not coded as Memory History because the *national* focus is outweighed by the *global* (50.4%). This means that it has been identified as Analytical History.

6.2.4 Key Competency

As with Organising Principle, the categories of the analytic framework and the framework for analysing orientations overlap with respect to Key Competency. NC1991 is categorised as Analytical History as it has *analysing* as its Key Competency. NC2014 is categorised as being both Analytical History and Critical History as it has an equal coding of *analysing* (40%) and *connecting* (40%). C2005 is categorised as Critical History because it favours *connecting* (53.6%). CAPS is categorised as Analytical History and Critical History with respect to Key Competency as it has a high incidence of *analysing* (56.6%) and *connecting* (43.3%).

Table 6-2 outlines the ways in which the four curriculum documents relate to the three orientations in terms of civic identity.

Table 6-2: Civic Identities in relation to Three Orientations

CIVIC IDENTITIES			
	MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
CITIZEN-SOCIETY RELATION			
	Personal identity in relation to national identity	Personal identity as a critical thinker	Personal identity as an actively engaged citizen
NC1991		X	
NC2014		X	
C2005			X
CAPS		X	X
REGIONAL SCOPE			
	National	Balance local/ national/ continental/ global	National elements, but focus on local/ global – current issues
NC1991		X	
NC2014		X	X
C2005			X
CAPS			X

6.2.5 Citizen-Society Relation

NC1991 has been categorised as Analytical History with regard to Citizen-Society Relation. This is because the key identity of critical thinking and questioning ideas in terms of historical accuracy

outweighs any focus on *upholding democracy* (11.5%), *social justice* (5.5%) or *environmental justice* (0.9%). Although these elements of Citizen-Society Relation are not very visible, they are still present, with the exception of *global responsibility* (0%).

Similarly, NC2014 has been identified as Analytical History. It also has elements of *upholding democracy* (18.6%), *social justice* (12.3%) and *global responsibility* (3.1%), with a clear sense that it is through understanding historical ways of thinking through issues and critical thinking that these issues can be engaged with.

C2005 has been categorised as Critical History as it has a relatively high focus on *upholding democracy* (14.9%), *social justice* (29.5%), *environmental justice* (18.3%) and *global responsibility* (5.5%). In addition to this, the curriculum as a whole places a high level of importance on actively engaged citizenship, such as the *purpose statement*, “Address social and environmental issues in order to promote development and social justice” (C2005:HSS2).

CAPS has a high level of points coded as *upholding democracy* (18.4%) and *social justice* (37.8%). It has therefore been coded as Critical History. However, the framing of these issues is through “learning how to think about the past, and by implication the present, in a disciplined way” (CAPS:9). The engagement with current day issues is therefore through critical, historical thinking; it has also been coded as Analytical History.

6.2.6 Regional Scope

The only aspect of *purpose statements* within NC1991 that was relevant to Regional Scope was the instruction in the programme of study that:

Figure 6-1: Programme of study in relation to Regional Scope

Pupils should be taught to understand how developments from the early Middle Ages to the era of the Second World War helped shape the economy, society, culture and political structure of modern Britain. They should have opportunities to study developments in Europe and the non-European world, and be helped to understand how the histories of different countries are linked. They should be taught about ancient Rome and its legacy to Britain, Europe and the world.

The language within this description of the Regional Scope is therefore firmly within the Analytical History category as it views a balance of *national*, *continental* and *global* as necessary to provide the grounding for engaging critically with understanding how the world came to be.

NC2014 shows a balancing of *national* (30%) and *global* (40%) within Regional Scope. However, this is placed within the context of understanding that:

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History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time (NC2014:94).

The curriculum therefore frames the Regional Scope in relation to understanding current day problems, and is coded as Critical History. There is also, however, a clear sense that part of the purpose of having the range of regions under consideration is for students to:

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history (NC2014:94)

The goal of understanding historical connections in order to engage with historical concepts means that NC2014 is also coded as Analytical History.

C2005's balance of focus on *local* (21.7%) and *national* (21.7%), coupled with its insistence on solving current day issues and the development of "responsible citizens in a culturally diverse, democratic society within an interdependent world" (C2005:HSS2), means that it is coded as Critical History.

CAPS has an overall low coding of Regional Scope [*local* (3.8%), *national* (5.7%), *continental* (1.9%), *global* (1.9%)]. It does, however, frame the Regional Scope as being to prepare "young people for local, regional, national, continental and global responsibility" (CAPS:9). It therefore sees the role of covering a range of areas as producing engaged, responsible citizens. This means that it has been coded as Critical History.

6.2.7 Overall orientations of each curriculum document

Table 6-3 below indicates the number times each curriculum document was identified with each orientation based on Table 6-1 and Table 6-2 above.

Table 6-3: Four history curriculums in relation to orientations

	MEMORY HISTORY	ANALYTICAL HISTORY	CRITICAL HISTORY
NC1991	2	5	
NC2014	3	4	2
C2005			6
CAPS	1	4	4

6.2.8 NC1991: Orientations

NC1991 is primarily identified with the aims of Analytical History. There is somewhat of a tension within the curriculum between the goals of using history to teach the national story and having students develop analytical thinking and skills. Despite this, the goals of Analytical History are more prominent.

The elements of the academic identity were balanced between Memory History and Analytical History. Both aspects of curriculum that were coded, at least in part, as Memory History (Organising Principle and Content Region) were academic rather than civic. The most striking feature which indicates tension with Memory History is the focus on *national*, *chronological* history within the Content. However, the balance of *socio-cultural* and *political* content, and the very strong focus on *analysing* rather than *memorising*, means that this curriculum is more Analytical in its outlook.

This instructional discourse is therefore embedded within a regulative discourse that sees critically trained history students as the primary goal of the history curriculum. While the elements of Memory History within the instructional discourse do indicate tensions between different conceptions of identity for the student within the nation, the aims of Analytical History have come to dominate.

The tensions present in NC1991 could perhaps be due in part to the tensions between the ‘new history’ and traditional history camps within the curriculum reforms. Margaret Thatcher, who had instituted the creation of the National Curriculum, and intervened in the creation of the history curriculum in particular, viewed history as a “simple, uplifting, important account” and as a “narrative of advancing progress and imperial greatness” that should therefore be understood in terms of “monarchs and politicians and great events” (Cannadine, Keating et al 2011:182). However, the strong influence of the SCHP and its approaches to school history as being underpinned by academic history’s ways of thinking provided a strong counter-pressure. These contrasting pressures can be seen throughout the various elements of the academic and civic identities of the curriculum.

The curriculum’s vision of a citizen is therefore mostly bound up with the goals of Analytical History and Memory History to a lesser degree than Critical History; there is a concern that students should know and understand their history, but not an overriding concern that they should connect what they had learnt to the present-day concerns of British society or the world at large.

6.2.9 NC2014: Orientations

NC2014 does not fit neatly into any of the orientations. The goals of Memory History are visible in relation to the strongly *national* focus. The pressure to tell the story of the formation of the nation seems to still be showing through in the favouring of *political* content over all other aspects and at least a certain element of *chronological* organising principle. This is perhaps reflective of the nature of the discourse of the importance of telling “our island story” used by Gove and others (Gove in Fordham 2012:242). However, Analytical History is still the most prominent. In relation to Organising Principle, there is at least an aspect of *episodic* structuring and, in relation to Key Competency, there is a visible element of *analysing*. However, the Critical History goals are also present in the visibility

of *connecting* as a Key Competency. This counter-pressure is likely due to the powerful focus on Analytical History from within the history education field in England.

In relation to civic identity, the curriculum falls within both Critical and Analytical History with regard to Regional Scope. The Citizen-Society Relation was more to do with an identity as a critical thinker who is able to understand how history has shaped the world and has the ability to question received accounts.

6.2.10 Shifts between two English curriculums

Across both English national curriculum reforms the tensions between the Analytical History and the Memory History approaches has been present. It would be instructive to conduct a more in-depth historical investigation into the process of curriculum reform to understand these processes in greater detail. However, the increased role of Critical History is an interesting addition to NC2014 from NC1991. The intervening curriculum reforms (1995, 1999, 2007) had a growing concern with citizenship and inclusivity following the Crick Report (1998) and Ajegbo Report (2007). These could be part of the reason for a greater concern with Critical History and allowing history to provide a means to engage with “the challenges of their time” (NC2014:94). However, it would be interesting to consider these shifts in light of the changing perceptions within what it means to be British, particularly after the recent Brexit vote. Although both curriculums favour Analytical History as their dominant underlying purpose, there is a definite shift from NC1991 to NC2014 to being inclusive of a wider range of purposes for history education.

6.2.11 C2005: Orientations

In so far as C2005 is a history curriculum, it is very strongly influenced by the goals of Critical History.

The preamble to C2005 states,

In the past the curriculum has perpetuated race, class, gender and ethnic divisions and has emphasised separateness, rather than common citizenship and nationhood. It is therefore imperative that the curriculum be restructured to reflect the values and principles of our new democratic society (Ministry of Education 1997:5).

The academic and civic identities within the curriculum support the goal of the curriculum seeking to produce citizens who are actively engaged in solving the problems of their society. It is striking that Memory History should play such a minimal role in the curriculum. This could be understood as a conflation of Memory History approaches with rote memorisation in reaction to apartheid-style education. It is also possible that is as a result of a scepticism about the possibilities of building a new nation through telling a national narrative that all citizens would identify with. While there are aspects within the academic identities that related to Analytical History, the overarching goal of creating

actively engaged citizens meant that this curriculum was firmly within the goals of the Critical History orientation.

6.2.12 CAPS: Orientations

CAPS represents a hybrid of Analytical and Critical History. The only instance of Memory History is the strongly *political* focus of the content. In terms of instructional discourses, there is a focus on key turning points within an *episodic* Organising Principle, focusing on a balance of *national* and *global* content. Although the Focus of the content was strongly *political*, the choice of a range of *topics* that related to *social justice* and freedom meant that the curriculum could also be coded as Critical History. The balance between *analysing* and *connecting* meant that there was a hybrid of Analytical History and Critical History in relation to Key Competency. The instructional discourses within CAPS therefore represent a tension between the goals of Analytical and Critical History. The regulative discourses reflect this tension as the curriculum would want to position the student as both a critical thinker and an actively engaged citizen.

6.2.13 Shifts between the two South African curriculums

Both South African curriculums largely avoid adopting the goals of Memory History. While C2005 has strong influences from Critical History, CAPS shows more of a balance between the aims of Analytical and Critical History. The strong influence of Critical History on the C2005 reforms is likely best understood within the historical context of the end of apartheid and the adoption of “transformational OBE”, where the curriculum outcomes were not governed by “subject disciplines or structures, but the wider needs of society” (Sieborger 2012:147).

The reactionary nature of the CAPS reform, particularly the increased focus on subject specificity, could explain the increased focus on Analytical History. Despite these dramatic shifts in the design and philosophical underpinning across South Africa’s curriculum reforms, the imagined learner of the curriculum has remained fairly consistent. It is striking that Critical History plays such a significant ongoing role in the CAPS reform. There is a hope that history education will result in learners who are civically minded, tolerant, and understand how our country came to be the way it is. The major shift has been the way that C2005 and CAPS have conceived how this will come about. Whereas CAPS focuses on the ways in which teaching historical thinking and concepts within a clear selection of content will allow students the opportunity to engage with issues facing society, C2005 favours the integration of non-academic knowledge and other subject knowledge with history.

6.2.14 Shifts across the four curriculum documents

The four curriculum documents have shown differences in the recontextualisation of history education. Moreover, the above analysis has indicated that there are contestations about the nature of both instructional discourse and the regulative discourse of citizenship—that it should be embedded within each curriculum reform.

The goals of understanding the story of the nation's formation and the student's identity in relation to their country have been present in both of the English curriculum reforms. Both C2005 and CAPS downplayed the importance of this aspect of history education and have instead focused their instructional discourse on engaged citizenship.

It is the Analytical History goals of understanding the ways in which historical accounts are created and thinking critically that have remained the most prominent, both in the English curriculums and in the CAPS reform. The connections between the history educationalists in the two countries, as well as writing that draws on understanding the constructed nature of historical accounts, has perhaps led to the similarity in approach across the two countries. It would be instructive to conduct further research into the personal involvement of South African curriculum reformers in the English history education world. For NC1991, NC2014 and CAPS, the regulative discourse of critical, historical thinking provides the context in which any engagement with current day issues can take place. NC1991 has the strongest emphasis on the importance of analytical thinking, and there is a complete downplaying of the role of current day challenges. Both NC2014 and CAPS show a more balanced view of the importance of relating historical studies to present day society and active citizenship.

C2005 is the clear exception to this foregrounding of historical thinking. It instead focuses wholly on citizenship that participates in breaking down barriers and solving current issues. The hope was that, through erasing history as a distinct subject, the breaking down of other divisions in society be achieved (Hoadley 2011). The curriculum therefore foregrounds pedagogy over content or teaching disciplinary approaches. C2005 therefore does not really conceive of a history student; instead, the curriculum imagines a citizen who will draw on some historical contextualisation to engage with the challenges in post-apartheid South Africa.

The four history curriculum documents therefore adopt varying degrees of the three orientations across the different aspects of academic and civic identity. Whereas in the UK, Analytical and Memory History have been the two major forces on the construction of the history curriculum, for South Africa the tension has been between the goals of Critical History and Analytical History.

6.3 Reflections on methodology

The methodology utilised in this thesis has been unusual in some ways. Through constructing the three *ideal types* of the three orientations, I have been able, not only to discuss the specific academic and civic identities that the curriculums would want to produce, but also to trace the overall trajectory of the shifts in the conception of the purpose of history education.

The iterative process of engaging with the data and the history education literature has provided me with novel ways in which to consider the curriculum documents. I was able to examine both the procedural and substantive elements of the history curriculums. It has also provided me with a framework for thinking through the ways in which the underlying purpose of history education affects the kinds of academic and civic identities that are prized. The methodology allowed for a fine-grained analysis of projected identity within the curriculum documents, and could be adapted and utilised when considering other history curriculums.

I constructed the Critical History orientation as a third, distinct orientation towards purpose to problematise the usual dichotomy between *traditional* and *progressive* approaches. Although other history educationalists have drawn out nuanced differences, I feel that there is more work to be done on the ways in which the underlying purposes of history education are discussed in relation to curriculum documents. I hope that my analysis will provide a useful contribution to this conversation.

6.4 Conclusion

The shifts in overall purpose and identity within the two contexts are striking. The first English national curriculum saw a tension between a focus on developing history students who had a strong sense of national identity, and using constructivist models that teach students the knowledge base of the subject. C2005 instead focused on attempting to create students who were actively engaged with the problems of their current day situation, but did this through undermining the opportunities for the student to gain specialist history knowledge and skills, by weakening the classification between history and non-academic knowledge, and history and other subjects. By the second English national curriculum, the focus on making connections to current day challenges was more visible, in addition to continuing concerns about national identity and understanding the way in which historians work. The CAPS reform in South Africa brought in greater concern for developing historical thinking, but nevertheless retained a focus on actively engaged citizenship. It may be useful to continue to engage with these underlying purposes of history education and the kinds of academic and civic identities that are tacitly or explicitly argued for in future history curriculum reform.

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	PURPOSE STATEMENTS
C2005	<p>[[Rationale for Human and Social Sciences (HSS2)]]¹</p> <ul style="list-style-type: none"> -Human and Social Sciences contribute to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. -They will equip learners to make sound judgements and take appropriate actions that will contribute to sustainable development of human society and the physical environment. -Human and Social Sciences comprise the study of relationships between people, and between people and their environment. -These interactions are contextualised in space and time and have social, political, economic, environmental and spiritual dimensions. -They develop distinctive skills and a critical awareness of social and environmental patterns, processes and events, based on appropriate investigations and reflection within and across related focuses. <p>[[Specific Outcomes (HSS2)]]</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of how South African society has changed and developed. 2. Demonstrate a critical understanding of patterns of social development. 3. Participate actively in promoting a just, democratic and equitable society. 4. Makes sound judgements about the development, utilisation and management of resources. 5. Critically understand the role of technology in social development. 6. Demonstrate an understanding of Interrelationships between society and the natural environment. 7. Address social and environmental issues in order to promote development and social justice. 8. Analyse forms and processes of organisations. 9. Use a range of skills and techniques In the Human and Social Sciences context. <p>(SO1² - AC1³)</p> <p>The sources from which a knowledge of South African society is constructed are identified (HSS 4)</p> <p>[[PI⁴ – SO1: AC1) <i>This will be evident when learners:</i>]]</p> <ul style="list-style-type: none"> • debate whether a source is primary or secondary and explain the main differences • identify bias in the use made of a source of evidence in constructing an account

¹ Elements within [[]] are for reference only and are not counted.

² SO refers to Specific Outcome

³ AC refers to Assessment Criteria

⁴ PI refers to Performance Indicator

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- explain and justify how they used two or more sources in constructing an account of a place, event or process (HSS 4)

(SO1 – AC2) Key features of change over times and space are critically examined. (HSS 5)

[[PI – SO1: AS2) *This will be evident when learners*]]

- explain how different aspects of a past society were interrelated
- give an account of the changes experienced by communities, including struggles over land, resources and political rights [“Community” can be defined narrowly to indicate people living in a particular area, or it could be defined broadly to include people with common interests, history or experience.]
- Analyse the impact of imperialism and nationalism on different classes in South Africa over time.
- Identify key stages in the development of African nationalism and the struggle for decolonisation and liberation in Southern Africa

(RS⁵) Key activities in this phase should focus on integrating knowledge and understanding so the learner develops a comprehensive view of major processes such as: colonialism, imperialism, decolonisation and liberation (HSS6)

(SO1 – AC3) The interrelationships between South Africa and the rest of the world are explored.

[[PI – SO1: AC3) *This will be evident when learners:*]]

- analyse key interrelationships between South Africa and at least two neighbouring countries with respect to economic, political, and social ties: both past and present.
- Analyse key global interrelationships with respect to factors such as cultural interaction, trade, aid and membership of international organisations
- apply the concepts of colonialism and imperialism in identifying key relationships between South Africa and the rest of the world
- identify and explain the major links between the liberation struggle in South Africa and other countries (HSS7)

(RS) Key activities in this phase should focus on integrating knowledge and understanding so the learner develops a comprehensive view of major interrelationships between South Africa, Africa and the rest of Africa. (HSS 7)

(SO1 – AC4) The impact of Apartheid on development is analysed by:

⁵ RS refers to Range Statement

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- acquiring knowledge of the essential features of Apartheid
- considering its impact on crucial aspects of South African society.

[[PI – SO1: AC4) *This will be evident when learners:*]]

- show the links between apartheid laws and the earlier forms of similar legislation
- evaluate the impact of Apartheid on particular areas of life (HSS 7)
- evaluate the different forms of resistance and repression on the lives of individuals and all communities, during the Apartheid and preceding periods
- identify key stages in the development of the Apartheid system and resistance to it (HSS 8)

(RS) By the end of this phase the learner should be able to show how the impact of Apartheid on development reveals the nature of the system as a whole (HSS8)

(SO1 – AC5) Patterns of continuity and change in post- Apartheid South Africa are analysed

[[PI - SO1:AC5) *This will be evident when learners:*]]

- identify links between local, regional and national developments
- arrive at an informed judgement about the problems and possibilities associated with a particular development
- give alternative strategies for the improvement of development projects or campaigns investigated (HSS 8)

(RS) -A major focus should be on the significance of communities in constructing both personal and national identities

-Learners should have an appreciation of the complex nature of communities

-Problems and possibilities in relation to development, in two of the above areas at local, regional and national level.

-Learners should make informed judgements about the factors promoting an obstructing redress and development

(SO1 – AC6) Relations within and between communities are critically understood

[[PI – SO1: AC6) *This will be evident when learners:*]]

- identify the sources and forms of bias and prejudice within South African society in relation to communities
- evaluate the impact of the above mentioned forms of bias on communities within South African society
- suggest strategies for combating bias and prejudice against and between communities (HSS 9)

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(SO1 – AC7) Relations between people and key features of the environment are critically examined by: acquiring knowledge, identifying and analysing relationships.

[[PI – SO1: AC7) *This will be evident when learners:*]]

- explain how different factors impact on broad patterns of development, such as settlement patterns
- analyse the impact of different environmental factors on regional development in Southern Africa (HSS 11)

(RS) An important focus in this phase is developing the ability to evaluate evidence and construct reasoned arguments about major issues: e.g. the location of a new factory or road.

(SO2 – AC1) Key features of a social system are identified by:

- acquiring information
- defining characteristics
- explaining significance

[[PI – SO2: AC1) *This will be evident when learners:*]]

- explain the defining characteristics of several societies (including non-South African), such as those based on slavery or feudal relationships
- give a coherent account of the main features of particular societies, showing how their different features are interrelated, such as links between forms of state, nature of inequalities and major social groupings
- identify different types of society, giving examples, and comparing similarities and differences within each category, such as iron age kingdoms with colonial societies

(RS) -Learners should be able to identify the defining characteristics of particular societies.

-In doing so, they should be able to construct reasoned arguments about significance, using a range of evidence.

(SO2 – AC2) Types of societies are analysed

[[PI – SO2: AC2) *This will be evident when learners:*]]

- explain how societies can have several forms of social organisation at a given time, such as commercial farming and subsistence farming (HSS 12)
- explain how we usually label societies according to the dominant forms of social organisation
- identify different types of society such as feudal, colonial, capitalist, socialist and communist

(RS)- The learner should understand that societies are dynamic; and that each one is unique although they can fall into broad categories. (HSS 13)

(SO2 – AC3) Similarities and differences between societies are explored by:

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<ul style="list-style-type: none"> • recognition of patterns of similarity and difference • analysis of patterns • recognition of the social construction of patterns (HSS 13) <p>[[PI – SO2: AC3) <i>This will be evident when learners:</i>]]</p> <ul style="list-style-type: none"> • compare the similarities and differences between feudal colonial, capitalist and socialist societies • analyse changes which are global (influence many societies) as opposed to local (influence a particular society) • arrive at an informed judgement about factors which were most important-in bringing about changes within and across societies <p>(RS) Learners explore and investigate similarities and differences in order to arrive at an understanding of continuity and change in particular societies (HSS13)</p> <p>(SO2 – AC4) Strategies of change and development in society are evaluated by (HSS 13)</p> <ul style="list-style-type: none"> • identification of strategies and processes • consideration of theories of development where appropriate • analysis of strategies and processes (HSS14) <p>[[PI - SO2:AC4) <i>This is evident when learners:</i> (HSS13)]]</p> <ul style="list-style-type: none"> • identify factors which impact on the success or failure of development strategies in different countries (HSS13) • suggest alternative strategies to overcome the obstacles identified in the above analyses (HSS 14) <p>(RS) -At this phase the main focus should be on learners being able to explain the reasons for the success or failure of strategies, and identify the criteria used in the evaluation. (HSS14)</p> <p>(SO3 – AC1): Key features of democratic processes are identified</p> <p>[[PI – SO3:AC1) <i>This will be evident when learners:</i>]]</p> <ul style="list-style-type: none"> • analyse similarities and differences between democratic processes in South Africa and at least two other countries • arrive at informed conclusions about the conditions necessary for democratic systems to develop. (HSS 15) <p>(RS)- South Africa and at least one other society with respect to the above to be compared. -Explanations given as to similarities and differences found. (HSS15)</p> <p>(SO3 – AC2): Democratic processes are critically understood by:</p> <ul style="list-style-type: none"> • participating in processes • investigating processes

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- reflecting on and evaluating processes

[[(PI – SO3:AC2) *This will be evident when learners:*]]

- participate in a democratic process
- analyse the reasons for the successes and failures of the democratic process, such as lack of consultation or accountability

(RS) -Participation in democratic processes in the school or community should be analysed. -Reasoned explanations should be given of factors such as poor (or good) support for the democratic process. (HSS15)

(SO3 – AC3): A critical understanding of the South African Constitution is demonstrated by: an awareness that constitutions are created by people to meet their common needs, in, e.g., schools, clubs, local organisations and other constitutions

[[(PI – SO3:AC3) *This is evident when learners:*]]

- demonstrate a basic knowledge of the main component parts of the Constitution and associated institutions such as government structures and the Constitutional Court
- analyse the key stages in the development of the present Constitution, from 1910 to 1996
- compare and contrasts the Constitution of South Africa with that of other countries
- evaluate the strengths and weaknesses of different constitutions (HSS16)

(SO3 – AC4) Informed judgements about issues are made in relation to the Constitution by:

- identifying the issues
- analysing the issues
- relating the issues to the Constitution arriving at a judgement (HSS16)

[[(PI – SO3:AC4) *This is evident when learners:*]]

- identify constitutional issues which impact on the lives of individuals and communities
- identify channels through which the issues can be addressed
- explore various strategies through which issues can be addressed (HSS16)

(RS) -At least one issue should be local, one provincial and one national.

-Discussions should centre on what the issues had in common in relation to the Constitution: that is, what general principles could be seen operating. (HSS17)

(SO3 – AC5) Projects to develop democratic practices are undertaken

[[(PI – SO3:AC5) *This will be evident when learners:*]]

investigate an actual election process (e.g., for class representatives) in order to identify ways in which the process can be strengthened

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<ul style="list-style-type: none"> • identify areas which require democratic practices • design and implement a project to address the needs identified • implement and evaluate the project (HSS17) <p>(RS) -A major focus should be on defining areas which require democratic practices to be developed:</p> <p>-E.g. Improving the participation by all learners in democratic processes, which might in turn require an anti-bias campaign to empower certain groups of learners</p> <p>(SO3 – AC6): Ability to access constitutional structures is demonstrated [[PI – SO3:AC6) <i>This is evident when learners:</i>]]</p> <ul style="list-style-type: none"> • identify channels through which constitutional issues can be addressed (HSS17) • describe various methods of accessing the channels • explore and evaluate various strategies structures through which issues could be addressed • evaluate whether the structure was effective in addressing an issue (HSS18) <p>(RS) -The need to access structures about an issue is identified and debated.</p> <p>-The issue might be local or wider in scope.</p> <p>-The means of making voices heard, and for obtaining information, should be discussed and strategies agreed on. (HSS18)</p> <p>(SO4 – AC1) Resources are defined and identified. [[PI – SOA:AC1) <i>This is evident when learners:</i>]]</p> <ul style="list-style-type: none"> • distinguish how the importance and value of these resources may have changed over time and place • explain different perspectives on how resources are valued • evaluate these differing perspectives (HSS 19) <p>(RS) In this phase learners should identify resources which are both local and distant, and be able to distinguish how the importance of these resources will have changed over time. (HSS19)</p> <p>(SO4 – AC2) Relationship between human development and resources is explored by: showing how resources are accessed by integrating knowledge, skill and technology [[PI – SO4:AC2) <i>This is evident when learners:</i>]]</p> <ul style="list-style-type: none"> • explore how resource utilisation affects the development of individuals, communities and societies • critically analyse the exploitation of resources • critically analyse the need for sustainable utilisation of resources (HSS19)

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<ul style="list-style-type: none"> • explain strategies to effectively develop and manage resources, human and natural (HSS20) <p>(RS) In this phase the focus should be on appreciating how resources are exploited, distributed and utilised, and understanding the importance of resource management in these processes. (HSS20)</p> <p>(SO4 – AC3): The impact of the distribution of power relationships and resources on social and environmental issues is understood. (HSS 20)</p> <p>[[PI – SO4:AC3) <i>This is evident when learners:</i>]]</p> <ul style="list-style-type: none"> • critically analyse the impact of power relations on the development, management and utilisation of resources from both a social and environmental perspective. Local, national and international perspectives should be included. (HSS 20-21) <p>(RS) -In this phase the emphasis should fall equally on the social and environmental issues. -Learners should reflect on power relations in terms of social, economic and political factors</p> <p>(SO4 – AC4): Strategies to address issues are designed and evaluated</p> <p>[[PI – SO4:AC4) <i>This is evident when learners:</i>]]</p> <ul style="list-style-type: none"> • explain in detail the need to manage resources effectively and sustainably, in order to develop society • design and implement strategies to address issues which impact on the utilisation and management of both a natural and human resource • evaluate the impact and effectiveness of these strategies and suggests alternative strategies to address the issue • present an argument to explain why resources need to be developed, utilised and managed in a sustainable way (HSS21) <p>(RS) In this phase the emphasis will be on understanding the reasons for the need to manage resources well, with a view to practical action related either to future employment, or developing useful research skills. (HSS21)</p> <p>(SO5 – AC1) Factors contributing to development and change in technology over time are analysed (HSS22)</p> <p>[[PI – SO5:AS1) <i>This will be evident when learners:</i>]]</p> <ul style="list-style-type: none"> • explain how technology influences social development • critically analyse the advantages and disadvantages of technology from different perspectives (HSS22)

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(SO5 – AC2): Differences and similarities in the type development and use of technology in different places are analysed.

[[PI – SO5:AC2) *This will be evident when learners:*]]

- relate the increase in available information and/or resources to a change in economic activities (HSS22)
- describe how barriers of race, class and gender have been (and may continue to be) used to exclude people from using certain technologies.
- evaluate the application of technology in different contexts

(SO5 – AC3): Interrelationships between technology and human activity in various contexts are evaluated by:

- analysis of interrelationships between technology and social change
- exploration of social barriers to use technology and action to overcome them
- assessment of impact of technology on access to information and resources
- critical evaluation of application of technology in different contexts

[[PI- SO5: AC3): *This will be evident when learners:*]]

- relate the increase in available information and/or resources to a change in economic activities
- describe how barriers of race, class and gender have been (and may continue to be) used to exclude people from using certain technologies. (HSS23)

(SO5 – AC4) Appropriate technology is used safely and efficiently to contribute to development (HSS23)

[[PI – SO5:AC4) *This is evident when learners:*]]

- evaluate the application of technology in different contexts
- critically analyse the appropriateness of the use of technology in various contexts and for various purposes and uses (HSS23)
- critically investigate safe and efficient use of technology (HSS 24)

(SO6 – AC1) Understanding of the earth as a life-sustaining system in the universe is demonstrated

[[PI – SO6:AC1) *This is evident when learners:*]]

- explain some of the reasons for exploration of the universe, including space travel
- describe the importance of the various factors which contribute to the earth being a life-sustaining system (HSS25)

(RS) – Learners must be able to explain how various factors contribute to the sustaining of life on Earth. (HSS25)

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(SO6 – AC2) Knowledge of the nature of ecosystems and the significance of their diversity and interdependence for people is demonstrated

[[PI- SO6: AC2) *This is evident when learners:*]]

- explain the diversity and links between different ecosystems and identifies the role of humans within these ecosystems.
- explain the concept of biodiversity [able to identify biodiversity in different regions] and its importance to people
- relate the significance of the interdependence between the various ecosystems [investigate environmental stability and balances] (HSS26)

(RS) Learners should be able to conduct investigations and construct models which demonstrate the diversity and interdependence of ecosystems. (HSS26)

(SO6 – AC3) The impact of human activities on different natural systems is investigated by:

- ascertaining impact accessing information
- identifying key causal factors and relationships
- critiquing decision making processes and motives

[[PI- SO6:AC3): *This is evident when learners:*]]

- critically evaluate how and why decisions are made which influence the impact of human activities on natural systems (HSS 26)

(RS) An investigation is conducted which allows the learner to analyse the connection between ecosystems and cultural, socio-economic or political factors. (HSS28)

(SO6 – AC4): The impact of natural events and phenomena on people is investigated by:

- accessing information
- ascertaining impact
- identifying key causal factors and relationships (HSS 29) [no PI]

(RS) -Analysis showing the relationship between a natural force and the social, economic and political circumstances of the people involved.

-The analysis should reveal the complex nature of the consequences of the interaction: e.g. both negative and positive (HSS28-29)

(SO6- AC5): Relationships between natural features and human activities are analysed

[[PI – SO6:AC5) *This is evident when learners:*]]

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- analyse the causal factors and the relationships which influence the extent of the impact of natural events and phenomena on the lives of people
- explain how social factors may influence the way in which human activity is patterned by natural features (HSS29)

(RS) The main focus should be on the learner being able to give a relatively comprehensive account of the way human activity is patterned by natural features; and an account of mediating social factors.

(SO6 – AC6): Attitudes, values and perceptions regarding the environment are examined by:

- identifying the attitude and perceptions considering factors that influence attitudes and perceptions (HSS 29)
- reflecting on its origins and development (HSS30)

[[PI – SO6:AC6): *This is evident when learners:*]]

- analyse how attitudes and values influence decisions which impact on society and the environment (HSS 29)

(RS) The learner is able to come to a reasoned judgement about the influence of various factors on attitudes and values regarding the environment. (HSS30)

(SO7 – AC1): Social and environmental issues related to development and social justice are identified

[[PI – SO7:AC1) *This will be evident when learners:*]]

- use evidence from a range of sources to provide a reasoned argument explaining the impact of social and environmental issues on development and social justice. (HSS 31)

(RS) The learner should provide a reasoned argument, based on evidence from more than one source, justifying the identification of an issue in terms of causation, e.g., environmental degradation resulting from forced resettlement because of Apartheid laws (HSS31 – 32)

(SO7 – AS2): Identified issues are critically analysed.

[[PI – SO7:AS2) *This is evident when learners:*]]

- critically analyse issues with reference to multiple factors and sources of evidence in order to produce an holistic account of the issues (HSS 32)

(RS) Learners must be able to identify factors relating to an issue, and support their choice with evidence and reasoned arguments.

(SO7 – AC3): Strategies to address issues are developed and evaluated

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[[PI – SO7:AC3) *This is evident when learners:*]]

- evaluate different strategies implemented in addressing a range of social and environmental issues (HSS32)
- describe how strategies for addressing social and environmental issues support sustainable living practices and social justice.
- select the most appropriate strategies for addressing social and environmental issues (HSS 33)

(RS) -In developing strategies learners must be able to predict their outcome based on analyses of current situations.

-At least one issue should be considered which enables the learner to relate local, provincial and national aspects. (HSS33)

(SO7 – AC4): Strategies are implemented to address particular issues.

[[PI – SO7:AC4) *This is evident when learners:*]]

- Implement complex strategies for addressing social or environmental issues involving more than one phase and group of people
- implement strategies for addressing social or environmental issues which contribute to sustainable living practices and social justice (HSS 33)

(RS) Learners must be able to implement relatively complex strategies which require more than one phase and the involvement of a number of people. (HSS33)

(SO8 – AC1): The different forms and purposes of organisations are identified by:

- acquiring information
- identifying forms and purposes
- explaining their significance

[[PI – SO8:AC1) *This will be evident when learners:*]]

- evaluate the relationship and significance between forms and purpose of organisations
- conduct an in-depth study into the form and purpose of one organisation
- distinguish between local, national and international organisations and identify links between them
- recognise how context influences the forms and purposes of organisations (HSS34)

(RS) One organisation can be studied in depth and from this study inferences drawn about the characteristics of organisations. (HSS34)

(SO8 – AC2): Characteristics of organisations are analysed by:

- accessing information
- determining characteristics

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- explaining significance of characteristics

[[(PI – SO8:AC2) *This will be evident when learners:*]]

- critically analyse one organisation in depth to draw inferences about characteristics and significance of organisations (HSS34)

(RS) -In this phase the main focus must be on organisations related to career, employment or educational opportunities.

-One organisation can be studied in depth and from this study inferences drawn about the origin and development of organisations. (HSS35)

(SO8 – AC3): The origin and development of organisations are understood

[[(PI – SO8:AC3) *This will be evident when learners:*]]

- explain the relationship and interdependence of different organisations, including the similarities and differences between small and large, formal and informal.
- investigate in detail the origin, development and functioning of an organisation (HSS35)

(RS) -In this phase the main focus must be on organisations related to career, employment or educational opportunities.

-One organisation can be studied in depth and from this study inferences drawn about the origin and development of organisations. (HSS36)

(SO8 – AC4): Information which can address personal and community needs is obtained by:

- knowledge of relevant organisations
- accessing information required
- processing information
- getting advice and assistance

[[(PI- SO8:AC4) *This is evident when learners:*]]

- show how to access and utilise the services of an organisation
- evaluate the assistance received and determines whether the strategies followed were adequate to address the personal and community issues identified.
- suggest alternative strategies (HSS36)

(SO9 – AC1): A critical understanding of the nature and use of sources and evidence is demonstrated by:

- demonstrating an understanding of the difference between sources and evidence
- gathering and recording information from sources
- deducing and synthesising information from sources and evidence

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- showing respect and sensitivity in deriving and using information from human and other sources
- recognising the integrity of sources
- recognising the problematic nature of sources and evidence
- evaluating the reliability of sources and evidence. in specific contexts
- detecting bias in sources and evidence
- recognising that bias is inherent in knowledge and its use
- using sources and evidence to formulate arguments and state a position (HSS37) (No PI)

(SO9 – AC2): Ability to make informed judgements is demonstrated (HSS38) (No PI)

(SO9 – AC3): Competence in the application of graphic techniques is demonstrated by:

- accessing and interpreting graphically represented data
- representing data graphically
- translating data from one form of graphic representation to another
- analysing graphically represented data
- considering the problems of relevance and bias in graphically represented data using graphically represented data (HSS38) (No PI)

(SO9 – AC4): Independent and co-operative learning skills that promote critical understanding of social and environmental issues are demonstrated (HSS39) (No PI)

(SO9 – AC5): A systematic approach to problem solving in the human and social sciences is demonstrated, by:

- identifying the problems
- gathering information by appropriate means
- analysing the context, components and causes of the problem
- formulating research questions and hypotheses (HSS39) (No PI)
- using various methodologies to gain different perspectives on the problem
- developing and negotiating strategies to solve the problem
- using participatory and democratic approaches
- critiquing proposals
- taking appropriate action
- reflecting upon and evaluating the processes and results
- recording the problem-solving process and its outcomes, reporting and disseminating the results (HSS40)

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	<p>(SO9 – AC6): Effective communication in social environments is demonstrated by:</p> <ul style="list-style-type: none"> • Using communication to participate in local, regional and global activities • Critically understanding the role of communication in shaping society • Applying outcomes from Language learning in the context of the Human and Social Sciences where applicable (No PI)
CAPS	<p>[[2.4.1 What is History? (9)]]</p> <ul style="list-style-type: none"> - History is the study of change and development in society over time. -The study of History enables people to understand and evaluate how past human action has an impact on the present and how it influences the future. - History is about learning how to think about the past, and by implication the present, in a disciplined way. - History is a process of enquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? <p>It is about how to think analytically about the stories people tell us about the past and how we internalise that information.</p> <p>The study of History also supports citizenship within a democracy by:</p> <ul style="list-style-type: none"> • explaining and encouraging the values of the South African Constitution; • encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns; • promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia; and • preparing young people for local, regional, national, continental and global responsibility. <p>[[2.4.2 Specific aims of History (10)]</p> <p>The specific aims of History are to create:]]</p> <ul style="list-style-type: none"> • an interest in and enjoyment of the study of the past; • knowledge, understanding and appreciation of the past and the forces that shape it; • the ability to undertake a process of historical enquiry based on skills; and • an understanding of historical concepts, including historical sources and evidence. <p>[[2.4.3 Skills and concepts of History (10)]]</p> <p>History is a process of historical enquiry.</p> <p>1. Finding a variety of kinds of information about the past.</p>

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-Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).

2. Selecting relevant information.

-Being able to decide about what is important information to use.

-This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked.

-Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.

3. Deciding about whether information can be trusted.

-Being able to investigate where the information came from: who wrote or created the information and why did they do it?

-It also involves checking to see if the information is accurate— comparing where the information came from with other information.

-Much information represents one point of view only.

4. Seeing something that happened in the past from more than one point of view.

-Being able to contrast what information would be like if it was seen or used from another point of view.

-It also requires being able to compare two or more different points of view about the same person or event.

5. Explaining why events in the past are often interpreted differently.

-Being able to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.

6. Debating about what happened in the past on the basis of the available evidence.

-Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.

7. Writing history in an organised way, with a logical line of argument.

-Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.

8. Understanding the importance of heritage and conservation.

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	<p>-Being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country.</p> <p>-It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.</p> <p>-Following these aims and skills is critical to every content topic.</p> <p>-In order for learners to achieve these aims and demonstrate these skills, they will need to have a full grasp and understanding of the content.</p> <p>-Memory skills remain important. (11)</p> <p>[[2.4.4 Concepts in History (11)]]</p> <p><i>-Historical sources and evidence:</i> History is not ‘the past’ itself.</p> <p>-It is the interpretation and explanation of information from various sources.</p> <p>-Evidence is created when sources are used to answer questions about the past.</p> <p><i>-Multi-perspective approach:</i> There are many ways of looking at the same thing in the past.</p> <p>[[Looking into the past may involve:]]</p> <ul style="list-style-type: none"> • the different points of view of people in the past according to their position in society; • the different ways in which historians have written about them; and • the different ways in which people today see the actions and behaviour of people in the past. <p><i>-Cause and effect:</i> The reasons for events and the results of these events.</p> <p>- The consequences of events drive future events and help explain human behaviour.</p> <p><i>-Change and continuity:</i> Over a period of time it is possible to contrast what has changed and what has remained the same.</p> <p>-Closely related contrasts that are used to teach history are similarity and difference and then and now, which help to make sense of the past and the present.</p> <p><i>-Time and chronology:</i> History is studied and written in sequence.</p> <p>-It is important to be able to place events in the order in which they happened in time, and to consider their context.</p> <p>-Timelines are often used to develop this concept.</p>
NC1991	<p>[[Attainment Target 1: Knowledge and Understanding of history]]</p> <p>The development of the ability to describe and explain historical change and cause, and analyse different features of historical situations.</p> <p>AT1: Level 3:</p> <ul style="list-style-type: none"> a) describes changes over a period of time. b) give a reason for an historical event or development.

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- c) identify differences between times in the past.

AT1: Level 4:

- a) recognise that over time some things changes and some things stayed the same.
- b) show an awareness that historical events usually have more than one cause and consequence.
- c) describe different features of an historical period. (3)

AT1: Level 5:

- a) distinguish between different kinds of historical change.
- b) identify different types of causes and consequence.
- c) show how different features in an historical situation relate to each other.

AT1: Level 6:

- a) show an understanding that change and progress are not the same.
- b) recognise that causes and consequences can vary in importance.
- c) describe the different ideas and attitudes of people in an historical situation.

AT1: Level 7:

- a) show an awareness that patterns of change can be complex.
- b) show how the different causes of an historical event are connected.
- c) show an awareness that different people's ideas and attitudes are often related to their circumstances. (4)

[[Attainment Target 2: Interpretations of history]]

The development of the ability to understand interpretations of history

AT2: Level 3:

Distinguish between a fact and an opinion. (7)

AT2: Level 4:

Show an understanding that deficiencies in evidence may lead to different interpretations of the past.

AT2: Level 5:

Recognise that interpretations of the past, including popular accounts, may differ from what is known to have happened. (7)

AT2: Level 6:

Demonstrate how historical interpretations depend on the selection of sources.

AT2: Level 7:

Describe the strengths and weaknesses of different interpretations of an historical event or development. (8)

[[Attainment Target 3: The use of historical sources]]

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	<p>The development of pupil's ability to acquire evidence from historical sources, and form judgements about their reliability and value.</p> <p>AT3: Level 3: make deductions from historical sources.</p> <p>AT3: Level 4: put together information from different historical sources.</p> <p>AT3: Level 5: comment on the usefulness of an historical source by reference to its content, as evidence for a particular enquiry. (9)</p> <p>AT3: Level 6: compare the usefulness of different historical sources as evidence for a particular enquiry.</p> <p>AT3: Level 7: make judgements about the reliability and value of historical sources by reference to the circumstances in which they were produced. (10)</p> <p>[[General requirements for programmes of study (11)]]</p> <ul style="list-style-type: none"> -The programmes of study should enable pupils to develop knowledge and understanding of British, European and world history. -Each study unit should provide opportunities for the development of the knowledge, understanding and skills necessary for each attainment targets 1,2 and 3 - In each key stage pupils should have opportunities through the programme of study to: <ul style="list-style-type: none"> - explore links between history and other subjects -develop information technology capacity - develop knowledge, understanding and skills related to cross-curricular themes, in particular citizenship, environmental, health and careers education, and education for economic and industrial understanding <p>[[Programme of study for key stages: Levels 3 to 7 (33)]]</p> <ul style="list-style-type: none"> -Pupils should be taught to understand how developments from the early Middle Ages to the era of the Second World War helped shape the economy, society, culture and political structure of modern Britain -They should have the opportunities to study developments in Europe and the non-European world, and be helped to understand how the histories of different countries are linked -They should be taught about ancient Rome and its legacy to Britain, Europe and the rest of the world
NC2014	[[Purpose of study (94)]]

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	<p>-A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>-It should inspire pupils' curiosity to know more about the past.</p> <p>-Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>-History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>[[Aims (94)</p> <p>The national curriculum for history aims to ensure that all pupils:]]</p> <ul style="list-style-type: none"> <input type="checkbox"/> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world <input type="checkbox"/> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind <input type="checkbox"/> gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' <input type="checkbox"/> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses <input type="checkbox"/> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed <input type="checkbox"/> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
	TOPICS
C2005	<p>SPECIFIC OUTCOMES (HSS2)</p> <p>1. Demonstrate a critical understanding of how South African society has changed and developed.</p>

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	<p>2. Demonstrate a critical understanding of patterns of social development.</p> <p>3. Participate actively in promoting a just, democratic and equitable society.</p> <p>4. Makes sound judgements about the development, utilisation and management of resources.</p> <p>5. Critically understand the role of technology in social development.</p> <p>6. Demonstrate an understanding of interrelationships between society and the natural environment.</p> <p>7. Address social and environmental issues in order to promote development and social justice.</p> <p>8. Analyse forms and processes of organisations.</p> <p>9. Use a range of skills and techniques in the Human and Social Sciences context.</p>
CAPS	<p>GR 7 T1 (33): The kingdom of Mali and the city of Timbuktu 14th century Focus: The development of a rich economy and a learning centre of the kingdom of Mali long ago</p> <p>GR 7 T2 (34): The Transatlantic slave trade Focus: The nature and impact of the slave trade between West Africa and the American South</p> <p>GR 7 T3 (35): Colonisation of the Cape 17th – 18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape</p> <p>GR 7 T4 (36): Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century Focus: Colonisation, the expanding frontiers of British settlement and immediate consequences at the Cape in the early 19th century</p> <p>GR 8 T1 (37): The Industrial Revolution in Britain and Southern Africa from 1860 Focus: Changes during the Industrial Revolution in Britain, and the beginning of the Industrial Revolution in South Africa brought about by diamond mining and Britain's increasing interests in South Africa.</p> <p>GR 8 T2 (38): The Mineral Revolution in South Africa Focus: Changing balance of power in South Africa brought about by gold mining, and the foundations of racial segregation.</p> <p>GR 8 T3 (39): The scramble for Africa</p>

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	<p>Focus: Causes and results of European colonisation of the African continent, with special focus on the Ashanti kingdom (colonised by the British as the Gold Coast, and today the independent African country of Ghana).</p> <p>GR 8 T4 (40): World War I (1914 – 1918)</p> <p>Focus: Causes of World War I and aspects of people’s experience at home and at war</p> <p>GR 9 T1 (41): World War II (1919 - 1945)</p> <p>Focus: Why the Weimar Republic failed as a democracy, the rise of Nazi Germany, the outbreak of World War II in Europe and in the Pacific and people’s experiences.</p> <p>GR 9 T2 (42): The Nuclear Age and the Cold War</p> <p>Focus: The change in the balance of power after World War II and rivalry between the new superpowers during the Cold War</p> <p>GR 9 T3 (43): Turning points in modern South African history since 1948</p> <p>Focus: Some of the key turning points in South African history, including the coming of apartheid in 1948 and non-violent resistance to apartheid in the 1950s.</p> <p>GR 9 T4 (44): Turning points in South African history 1960, 1976 and 1990</p> <p>Focus: In order to study this complex period, three key turning points have been selected. This is to allow for learners to appreciate the significance of these events in more depth.</p>
NC1991	<p>KS3: CSU1⁶: (37) The Roman Empire</p> <p>Pupils should be taught about ancient Rome and how it helped shape the course of European history. The main focus should be on the growth and extent of the Roman Empire, Roman society and government and the legacy of Imperial Rome. (37)</p> <p>KS3: CSU2: (39) Medieval realms: Britain 1066 - 1500</p> <p>Pupils should be taught about the major features of Britain’s medieval past and the legacy of the Middle Ages to the modern world. The focus should be on the development of the medieval monarchy, and the way of life of the peoples of the British Isles.</p>

⁶ CSU refers to Core Study Unit

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KS3: CUS3 (41): **The making of the United Kingdom: Crowns, Parliaments and peoples 1500 - 1750**

Pupils should be taught about the major political, social and religious changes which shaped the history of Britain during this period. The main focus should be on two themes: the political unification of Britain, and the changing relationship between the Crown, Parliament and people.

KS3: CSU4 (43): **Expansion, trade and industry: Britain 1750 - 1900**

Pupils should be taught about the impact on Britain of industrialisation and world-wide expansion. The focus should be on the growth of trade and industry, the consequences of this for the British Empire and British society, and efforts to make Parliament more responsive to the demands of new social groups. Reference should be made to the histories of England, Ireland, Scotland and Wales.

KS3: CSU5: (45) **The era of the Second World War**

Pupils should be taught about the causes, nature and immediate consequences of the Second World War. The focus should be on the developing conflict between democracies and dictatorships in Europe in the 1930s, the impact of the war on soldiers and civilians, and post-war reconstruction.

KS3: SSUA⁷: (47) **A unit which extends the study of the core British study units:**

- relate to the history of the British Isles before 1920
- involve either a study in depth or the study of a theme over a long period of time

KS3: SSUB: (47) **A unit involving the study of an episode or turning point in European history before 1914:**

This unit should:

- be based on an episode or turning point of major historical significance

Illustrate links between developments in different parts of Europe

- examine the short and long-term impact of the episode or turning point

KS3: SSUC: (48) **A unit involving the study of a past non-European society.**

This unit should:

- focus on the key historical issues concerning people of non-European background in a past society in Asia Africa, America or Australasia

⁷ SSU refers to Supplementary Study Units

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	<p>-involved study from a variety of perspectives: political, economic, technological and scientific, social, religious, cultural and aesthetic</p> <p>-involve study of the society over a long period of time</p>
NC2014	<p>The development of Church, state and society in Medieval Britain 1066-1509 (95)</p> <p>the development of Church, state and society in Britain 1509-1745 (96)</p> <p>ideas, political power, industry and empire: Britain, 1745-1901 (96)</p> <p>challenges for Britain, Europe and the wider world 1901 to the present day (97)</p> <p>a local history study (97)</p> <p>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 (97)</p> <p>at least one study of a significant society or issue in world history and its interconnections with other world developments (97)</p>
	ELABORATED CONTENT
C2005	<p>[[(SO1: AS1- RS) Source:]]</p> <p>-Oral tradition, especially to redress its past neglect in schools (e.g. accounts passed from generation to generation; praise songs, poetry, songs, accounts of myths, legends and natural events; interviews recorded, dance forms)</p> <p>-Contemporary oral sources (e.g. interviews of old people; interviews of people who lived during important events; oral testimony in courts and the Truth and Reconciliation Commission) (HSS 4)</p> <p>At this level oral histories and traditions from school, family and community must be accessed and discussed</p> <p>- Archaeological sources (e.g. fossils; skeletal remains; rock paintings and engravings)</p> <p>- Sources of material culture (e.g. pottery remains; beadwork; iron tools)</p> <p>-Documentary sources (e.g. letters and diaries; government records; newspapers)</p> <p>-Cartographic sources (e.g. maps; aerial photographs; land use surveys; meteorological charts)</p> <p>-Statistical records (e.g. population census; financial records; opinion surveys) (HSS 5)</p> <p>[[(SO1: AC2 -RS) (HSS5)]]</p>

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- socio-economic relations
- forms of state and power relations
- forms of social organisation [e.g. hunter-gatherer, herder, farming, colonial (including slavery), industrial]
- ideologies and belief systems
- levels of inequality (e.g. social/class, individual circumstances)
- Period: pre-colonial (from earliest hominids) colonial, post colonial, Apartheid, post-Apartheid.

[[Processes of change to include:]]

- dispossession
- repression
- resistance and struggle
- liberation (HSS5)

[[Where relevant, the four processes above should dealing (sic) with all other processes, including:]]

- migration
- settlement
- co-operation and trade
- colonialism
- conflict over resources
- exploitation of resources (including human resources), especially in relation to minerals and farming
- imperialism
- nationalism (including African, Afrikaner, Pan-Africanism)
- different relations of production (e.g. unfair labour, wage labour etc.)
- formation of states and change in forms of states (HSS6)

[(SO1:AC3 – RS)]

- Particular attention to be paid to Southern Africa

[[Periods to include:]]

- Pre-colonial, colonial, post-colonial, Apartheid, post-Apartheid

[[Aspects could include:]]

- trade and markets
- technology (e.g. spread of new technologies such as iron-making)
- slavery, colonialism, imperialism, decolonisation, neo-colonialism
- ideologies, philosophies and religious

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	<p>-diplomatic and international agreements and organisations (e.g. UNO, SADC, OAU)</p> <p>- relations between less developed and more developed nations</p> <p>-globalisation (e.g. North-South relations, information revolution, entertainment) (HSS7)</p> <p>[[SO1: AC4 – RS)</p> <p><u>Scope of impact:]]</u></p> <p>-local, national, regional Southern Africa, international</p> <p>-the past, present and future</p> <p><u>[[Impact on areas of social life, including at least four of the following:]]</u></p> <p>-political system (HSS 7)</p> <p>-sport and recreation</p> <p>-education</p> <p>-health</p> <p>-the economy</p> <p>-issues around land ownership and control</p> <p>-homeland systems</p> <p>-housing</p> <p>-the environment</p> <p>-spiritual and cultural life</p> <p>-women</p> <p>-workers</p> <p>-resistance by individuals, communities and organisations (locally, nationally and internationally) (HSS 8)</p> <p>[[SO1:AC5- RS)</p> <p><u>Patterns of redress and development</u>, related to at least four of the following, or any other significant area of development:]]</p> <p>-education</p> <p>-housing</p> <p>-health</p> <p>-infrastructure, including electricity, water and transport</p> <p>-employment and careers</p> <p>-the legal system</p> <p>-strategies for redress and development (e.g. RDP)</p> <p>-trade, aid and investment in Southern Africa</p>
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[[Kinds of relations, to include:]]

- power relations
- socio-economic and class
- religious, ideological
- political
- cultural (e.g. customs, food, dress)
- language
- 'race' relations
- gender relations
- sexuality
- age and disability
- close ties with neighbouring countries (e.g. family and educational)

[[Types of communities- To include those based on:]]

- origin/ethnicity
- common experience
- location
- belief system
- work
- interests
- gender
- families and clans
- age and disability
- race and class (HSS10)

[[(SO1:AC6- RS)

Main focuses, to include:]]

- Issues of unity, diversity and nation-building
- Policies, practices and attitudes which build identity, community and society, e.g. tolerance, equity, legislation, reconstruction, rehabilitation, positive perceptions of identity, valuing diversity, anti-bias action and conflict resolution
- policies, practises and attitudes *which create division and conflict within and between communities*, e.g. legislation (historically), discrimination and prejudice, exploitation, conflicts over resources, negative perceptions of identity
- commonalities (e.g. same economic system, common past) and diversities (e.g. of culture); groupings and alliances around interests and needs;

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<p>-Finding diverse solutions to common problems (e.g. shelter, clothing, food, security) (HSS 9)</p> <p><u>[[Scope:]]</u></p> <p>-local/community to South Africa to Southern Africa</p> <p>-periods should include from pre-colonial times to present, and on to predict the future (HSS11-sic)</p> <p><u>[[SO1:AC7-RS)</u></p> <p><u>Key features to include:]]</u></p> <p>-the natural environment (e.g. topography, climate, river and other eco-systems)</p> <p>-the built environment (e.g. infrastructure including transport systems, water and electricity services, rural and urban settlements)</p> <p><u>[[Context to include:]]</u></p> <p>-exploitation of resources</p> <p>-settlement (e.g. urbanisation)</p> <p>-migration</p> <p>-co-operation and trade</p> <p>-transport</p> <p>-regional inequalities in Southern Africa</p> <p>-organisation of production</p> <p>-political (e.g. pass-laws, resettlement, 'Bantustan' system)</p> <p><u>[[SO2:AC1-RS)</u></p> <p><u>Key features to include:]]</u></p> <p>-socio-economic relationships (e.g. feudalism, wage labour)</p> <p>-forms of state and power relations (e.g. slavery, wage labour, self-employment)</p> <p>-ideologies and belief systems (e.g. colonial state, feudal state, democratic state)</p> <p>-forms of social organisation (e.g. families, clans)</p> <p>-levels of inequality (e.g. social classes, individual circumstances)</p> <p>-division of labour</p> <p>-production of a surplus (HSS12)</p> <p><u>[[SO2-AC2:RS) (HSS12-13)</u></p> <p>Learners should be aware that the categories used are socially constructed.</p> <p><u>Types of society, to include:]]</u></p> <p>-developed/ less developed</p> <p>-feudal</p>

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<p>-colonial</p> <p>-capitalist</p> <p>-socialist</p> <p>[[(SO2-AC3: RS) (HSS13)</p> <p><u>Main focuses, to include:]]</u></p> <p>-Examination of concepts of development, progress, well being and change (<i>Definitions of value-laden terms such as 'progress' should be problematised</i>).</p> <p><u>[[Scope:]]</u></p> <p>-between two or more societies</p> <p>-between societies at different times (e.g. before and after colonialism)</p> <p><u>[[Skills to include:]]</u></p> <p>-reading and construction of maps, graphs and other techniques for recognising and describing patterns</p> <p>[[(SO2:AC4-RS)</p> <p><u>Change and development strategies (HSS13)]]</u></p> <p>-e.g. Green Revolution, urban planning, empowering women</p> <p><u>[[Types of impact, at different scales: (HSS14)]]</u></p> <p>-Personal, community and global</p> <p>[[(SO3-AC1:RS) (HSS 15)</p> <p><u>Features to include:]]</u></p> <ul style="list-style-type: none"> - representivity (indirect and direct; self and others) - decision-making (mandates, accountability, consultation, communication, procedures, and rules) <p>[[(SO3-AC2:RS) (HSS15)</p> <p><u>Processes to include:]]</u></p> <p>-decision-making</p> <p>-reconciliation</p> <p>-conflict resolution</p> <p>-voting</p> <p><u>[[Contexts:]]</u></p> <p>-in present and past</p>
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<p>-active participation or observed</p> <p>-local, national, international</p> <p>[[(SO3-AC3:RS) (HSS 16)</p> <p><u>Nature, Origin and Development of the SA Constitution:]]</u></p> <p>-historical background, such as CODESA, Interim Constitution, previous constitutions</p> <p>-component parts and institutional structures (e.g. Constitutional Court)</p> <p>[[<u>Reviews of other constitutions:]]</u></p> <p>-two from Africa demonstrating different approaches</p> <p>- two from the rest of the world (at least one from Latin America or Asia)</p> <p>[[(SO3-AC4:RS) (HSS 16)</p> <p><u>Scope, to include:]]</u></p> <p>-Past, present, and future perspective</p> <p>[[<u>Judgements, might include:]]</u></p> <p>-the significance of the issues in relation to the Constitution</p> <p>-relationship to other issues</p> <p>-links with legislation and relevant organisations (e.g. labour laws and trade unions)</p> <p>[[<u>Issues, might relate to:]]</u></p> <p>-human rights</p> <p>-disability</p> <p>-gender</p> <p>-cultural issues</p> <p>-fairness and justice</p> <p>-racism, prejudice and forms of bias</p> <p>-distribution and ownership of resources</p> <p>-environmental management</p> <p>[[(SO3-AC5:RS) (HSS 17)</p> <p><u>Projects conducted through:]]</u></p> <p>-Individual and group activities</p> <p>[[<u>Contexts might include:]]</u></p> <p>-School; community; nation; world; (e.g. SRC, PTSA, RDP, etc.)</p> <p>[[<u>Aspects to include:]]</u></p> <p>-design</p>

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-strategy

-effectiveness

-impact

[[SO3-AC6:RS) (HSS17-18)]]

Access, to include activities such as:

-writing letter

-petitioning

-lobbying

[[Structures to include:]]

-legal institutions (e.g. courts, Human Rights Commission, public protectors)

-local, provincial and national government structures

[[SO4-AC1:RS) (HSS 19)

Exploration of the concept of resources, to include:]]

-consideration of how ‘gifts of nature’ become resources

-the notion that what is considered a resource depends on social and historical contexts (examples to include historical and cultural context from around the world)

[[Categories of resources, to include:]]

-human/natural

-renewable/non-renewable

-viable/non-viable etc.

[[SO4-AC2:RS) (HSS19-20)

Factors influencing the relationships between resources and human development, to include:]]

-access to education and training

-location and distribution

-ownership and control

-available technology

-exploitation

[[Processes for accessing resources, to include:]]

-extraction

-utilisation

-development

-management

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	<p><u>[[Effects of resource development on individuals, communities and societies, to include:]]</u></p> <ul style="list-style-type: none"> -benefits/advantages -disadvantages <p>[[SO4-AC3:RS) (HSS 20-21)</p> <p><u>Scale of issues:]]</u></p> <ul style="list-style-type: none"> -local, national, international -past and present <p><u>[[Impact to include:]]</u></p> <ul style="list-style-type: none"> -evaluating how resources are used -consequences of good and poor resource management -consequences of the unequal distribution of resources <p><u>[[Power relations (and the conflict they engender), to include:]]</u></p> <ul style="list-style-type: none"> -ownership of resources -management policies (e.g. between individuals and groups) -gender, class, race (etc.) <p><u>[[Social issues to include:]]</u></p> <ul style="list-style-type: none"> -migration -colonisation -capitalism -urbanisation -globalisation <p><u>[[Environmental issues, to include:]]</u></p> <ul style="list-style-type: none"> -deforestation -over-utilisation -soil erosion -pollution -conflict over land-use -conservation (etc.) <p>[[SO4-AC4:RS) (HSS21)</p> <p><u>Designing strategies, to include:]]</u></p> <ul style="list-style-type: none"> -gathering information -analysing contexts -identifying strategies
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-taking action where appropriate
 -documenting what they have done
[[Evaluating strategies:]]
 -recognising of different perspectives on an issue
 -evaluating the merits of different perspectives

[[(SO5-AC1:RS) (HSS 22)
Areas of technology, to include:]]
 -agriculture
 -industry
 -transport
 -information/communication
 -organisation

[[Factors influencing the development of technology, to include:]]
 -discoveries and inventions
 -response to need
 -response to a market

[[Factors influencing changes in technology, to include:]]
 -economic necessity
 -markets
 -consumerism, discoveries and inventions
 -political changes

[[Evaluation of the effects of change in technology to include:]]
 -identification of effects
 -assessing advantages and disadvantages

[[(S05-AC2:RS) (HSS22)
Types of technology to include:]]
 -organisation of production (land, labour, capital)
 -resistance to technology
 -social barriers to the use of technology

[[Development and use, to include: (HSS23)]]
 -impact of technology in certain social contexts (e.g. home; community; workplace)
 -appropriate management of resources for future generations

[[Differences and similarities, to include:]]

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- identification of differences and similarities
- identification of contexts
- assessment of reasons for them

[[S05-AC3:RS) (HSS23)

Interrelationships, to include:]]

- organisation of production (land, labour, capital)
- resistance to technology
- social barriers to the use of technology

[[Impact of technology on human activity, to include:]]

- agriculture
- industry
- transport
- information/ communication
- organisation

[[Application of technology in different contexts:]]

- e.g. agriculture, energy, manufacturing

[[Evaluation of the interrelationships, to include:]]

- assessing advantages/ benefits
- assessing disadvantages
- for different interest groups

[[S05:AC4-RS) (HSS23)

Decisions about whether technology is appropriate, to include:]]

- identification of technologies that can be used in various contexts
- evaluation of technologies for various purposes
- demonstration of appropriate use

[[S06 – AC1:RS) (HSS 25)

Conceptualisation of links between people and the universe, to include:]]

- appreciation of the contribution of astronomers and philosophers, from diverse cultures at different times and places (from at least South America, Africa, and Asia)
- myths legends, theories and perceptions from a variety of perspectives (time and place)
- the spiritual bond between people and the Earth at different times and in different places.

[[Factors which contribute to the earth being a life-sustaining system, to include:]]

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- the earth's position and orientation in space, its size and composition
- the distinctive ability of earth to sustain people
- the earth as providing resources (e.g. water, air and soil) to meet people's basic needs for survival

[(SO6:AC2-RS) (HSS26)

Characteristics of ecosystems:]]

- common to all
- diverse (selected examples at different scales)

[[Significance of characteristics for people, to include:]]

- concept of biodiversity
- provision of resources
- environmental stability in complexity and balances

[[Links between ecosystems to include:]]

- role of the atmosphere, ocean and coastal systems in linking energy flows
- implications of these links for ecosystems and people

[(SO6-AC3:RS) (HSS26)

Scope:]]

- different types (e.g. commercial/ subsistence farming)
- different times
- different places (local, South African, African, global)

[[Human activities, to include:]]

- Land issues (e.g. land ownership, and control)
- economic activities (e.g. farming, mining, forestry, services)
- construction (e.g. of settlements, transport, routes, dams)
- leisure (e.g. tourism and travel) (HSS27)
- population movements (e.g. migration, resettlement, urbanisation)

-wars

-trade

[[Natural systems, to include:]]

- forests
- river basins
- the atmosphere and oceans etc.

[[Impacts to include:]]

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-pollution
 -deforestation
 -species extinction etc.

[[Accessing information. from:]]

-field observations
 -measurements
 -written and oral accounts
 -statistics
 -photographs, etc.

[[Ascertaining impact. to include:]]

-positive/negative
 -on the natural environment and thus on people linked to it
 -scale and scope

[[Key causal factors and relationships contributing to impact:]]

-social, economic, political and physical (e.g. soil erosion due to the homelands policy, not population pressure per se)

[[Critique of decision making and motives. from perspectives of:]]

-equity
 -power relations
 -tenets of the SA Constitution

[[(SO6-AC4:RS) (HSS28)]]

Context:]]

-local, South African, global
 - in the present and past

[[Identification of events and phenomena:]]

-(e.g. floods, desertification, cyclones, volcanic eruptions, earthquakes, droughts)

[[Accessing information. from:]]

-field observations
 - measurements
 -written and oral accounts
 -statistics
 -photographs etc.

[[Ascertaining impact. to include:]]

-on the natural and built environment

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-on people (positive/negative; scale and scope; differences in impact across groups, places, structures)

[[Key causal factors and relationships contributing to nature of impact:]]

- social, political and economic factors (e.g. when a settlement is flooded settlement because it is too near to a river, the underlying cause is lack of access to land)

[[SO6:AC5-RS) (HSS29)

Scope:]]

-Regional and global

[[Natural features to include:]]

-physical features (e.g. rivers, mountains)

-climate distribution patterns soil types etc.

[[Relationships to include:]]

-limiting human activity (e.g. mountains on traffic routes)

-facilitating human activity (e.g. harbours or ports)

-modification by human activity (e.g. draining of marshes)

[[Factors contributing to relationships:]]

-(e.g. access to decision making power; wealth; available technology perceived needs)

[[SO6-AC6:RS) (HSS29)

Range of attitudes and perceptions, to include:]]

-Conservation of natural, cultural and historical heritages (e.g. game parks, museums, archaeological sites)

-appreciation of natural environments (e.g. silence/ aesthetics/ back-to-nature possibilities)

-personal evaluations of places and environments (e.g. as unsafe/ inferior) (HSS30)

[[Factors impacting. to include:]]

- context
- historical and. individual experience
- collective memory
- education
- interest groups

[[Significance of attitudes and values:]]

- in conflict situations regarding the environment
- in personal decision making

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[[(SO7-AC1:RS) (HSS31)

Social issues, to include:]]

- good global citizenship
- inequalities in distribution of and access to the impact of social and environmental resources (within and between societies)
- prejudice and discrimination (based on race, class, gender, age, ability)
- poverty (e.g. lack of piped water)
- exploitation (e.g. unfair labour practices; unbalanced trade agreements; some aspects of aid and development policies)
- crime
- population/resource imbalances
- conflict (e.g. resistance; war; genocide; military aggression; persecution)
- disease (e.g. AIDS; TB and malaria)
- unemployment

[[Environmental issues might include:]]

- environmental degradation (at various scales, of various kinds);
- resource depletion;
- global warming;
- ozone hole;
- population pressure

[[(SO7-AC2:RS)]]

-Account taken of the impact on development of society and the environment.

[[Contributing factors, to include:]]

- environmental
- economic and social (e.g. actions of groups; attitudes; power relations)
- interconnections between these factors
- actions of different groups
- the RDP and the Constitution

[[Different perspectives on issues, to include:]]

- religious beliefs
- culture
- different contexts
- different times

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[[(SO7-AC3:RS) (HSS32)

Strategies. to take account of:]]

- changing attitudes
- using available resources
- analysing causes and situations
- power relations
- impact of the issue
- relevant theory (HSS33)
- consultation
- the RDP
- the Constitution

[[Evaluation in terms of:]]

- feasibility
- likely benefits and negative responses
- costs
- conformity to principles of the Constitution and human rights

[[(SO7-AC4:RS) (HSS33)

Issues:]]

-local (e.g. lack of security at school) to global (e.g. global warming)

[[Strategies:]]

-individual or collective action

[[Activities to include:]]

- actions to address local issues (e.g. gangs)
- actions to address global issues (e.g. conserving energy)

[[(SO8-AC1:RS) (HSS 34)

Forms to include:]]

-schools, groups, gangs, associations, clubs, congregations, companies, unions, parties, non-governmental organisations

[[Purposes. to include:]]

- protection and security, provision, production, trade and commerce, recreation, information, mutual benefit, service to others, class/group rights, political interest

[[Scale:]]

-local, provincial, South African, and Southern African

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- in the present and the past
- large and small organisations
- formal and informal organisations

[(SO8-AC2:RS) (HSS 34-35)]

Characteristics:]]

- formal and informal rules
- hierarchy and management
- division of functions
- structure (e.g., departments)
- membership (open or closed)
- leadership in management
- decision-making: democratic and nondemocratic forms
- interest groups within organisations

[[Scope:]]

- large and small
- local, provincial and national (clubs, corporations, unions)
- democratic and non-democratic

[(SO8-AC3:RS) (HSS 35-36)]

Aspects of origins to explore:]]

- why people came together
- why decisions were taken (who chose the leaders)
- investigate in detail the origin, development what programme was adopted and functioning of an organisation

[[Aspects of development to investigate:]]

- changes in the organisation's goals
- changes in leadership
- changes in programmes
- funding for the organisation
- changes in structure
- role of the organisation in the community,
- community response to the organisation

[(SO:AC4-RS) (HSS36)]

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Needs might include:]]

- health
- education
- careers and employment
- sport
- community development
- school development

[[(SO9:AC1-RS): Examples include:]]

- a source provides information; analysing a number of sources might provide evidence for a conclusion to be made
- interviewing someone and writing down what he or she says, in order to find out about what happened long ago
- show evidence of the use of resource centres such as libraries
- combining different accounts of an event to make a new version
- respecting confidentiality
- appreciating the particular circumstances under which a source was made

Sources might have been altered; evidence based on source of one kind only might not be valid

- by comparing different accounts of the same event
- by recognising when someone has promoted his or her own interest, or perspective
- all knowledge can be biased in some form
- collecting evidence to use to promote the protection of the environment; writing an account on the basis of the sources found and evidence deduced. (HSS 37)

[[(SO9:AC2-RS)

The ability includes:]]

- clarification of attitudes and values (e.g. recognition of different perspectives on an issue)
- distinguishing between conflicting values
- empathising, i.e. understanding people's behaviour in the context of their circumstances; both past and present (e.g. suspending premature and uninformed judgements of other people's behaviour; appreciating the opportunities and constraints facing people in different situations)
- evaluating the merits of different perspectives (HSS 38)

[[(SO9:AC3-RS):

Types of graphic representation. to include:]]

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- graphs (e.g. pie, line, bar)
- flow diagrams, illustrations (annotated and other)
- cartoons and other drawings
- photographs (vertical, oblique and orthophoto)
- time lines;
- maps (e.g. of different scales, areas subject matter, times/dates, areas, showing contours, sketch and accurate) etc.

[[Interpretation. to include:]]

- recognising shapes and features from different perspectives

[[Analysis. to include:]]

- relationships and patterns (over time and space) rates of change (HSS 38)

[[Uses:]]

Making

- inferences
- decisions
- recommendations
- evaluations

[[Explanation to include:]]

- proposed routes and other developments
- impacts of events in the past
- changes over time
- differences/similarities from place to place

[[SO9:AC4-RS):

Skills of working in a group, to include:]]

- those associated with roles (e.g. facilitator, note-taker)
- those associated with sharing ideas (e.g. listening, responding supportively, participating demonstrated actively, evaluating ideas, accepting critical comment)
- those associated with synthesising and integrating ideas
- those associated with managing the process (e.g. keeping time, allocating and taking responsibility for tasks)

[[Skills of working independently, to include:]]

- personal skills (e.g. initiative, self-discipline)
- selecting and integrating these two sets of skills as appropriate for the task
- reflecting on and evaluating processes of individual and group work

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	<p>[[(SO:AC5-RS): Examples include:]]</p> <ul style="list-style-type: none"> • measuring, interviewing, analysing documents, using questionnaires and surveys • the question the research is expected to answer; the anticipated answer (if ... then...) • choosing a suitable method of research, or more than one • communicating proposals to all stakeholders; taking account of feedback • in terms of values associated with the constitution and other aspects of human rights; of their impact, for their feasibility • considering how successful/ unsuccessful they have been and why (HSS 39) <p>[[(SO9:AC6-RS): Examples include:]]</p> <ul style="list-style-type: none"> • accessing media to publicise issues, lobbying, protesting, petitioning, debating • the manipulative power of communication and the devices which make this possible the role of mass media in society (HSS40)
CAPS	<p>[[Gr 7 T1: Mali: (33)]]</p> <p>Trade across the Sahara Desert</p> <ul style="list-style-type: none"> -- Camel caravans as the means of transport -- Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers -- Spread of Islam across North Africa and into West Africa via traders 9th century • The kingdom of Mali -- Mali at the height of its power under Mansa Musa early 14th century -- Mansa Musa's pilgrimage to Mecca -- Construction of the Great Mosque • The city of Timbuktu -- Leo Africanus's eyewitness stories of his travels o Travel along caravan routes, into the Saharan desert and two visits to Timbuktu o Descriptions of Timbuktu in his book Description of Africa (1550) -- Timbuktu as a trade centre on the trans-Saharan caravan route o Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold -- Timbuktu as a centre of learning o Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more

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<ul style="list-style-type: none"> o Timbuktu Manuscripts Project and South African collaboration o Why Timbuktu is a World Heritage Site <p>[[Gr 7 T2: Transatlantic slave trade: (34)]]</p> <ul style="list-style-type: none"> • West Africa before the European slave trade • The nature of slavery in West Africa before Europeans • Slavery in the American South <ul style="list-style-type: none"> -- Plantations: tobacco, rice, sugar cane and cotton -- Reasons for using slave labour -- How slaves were captured, sold and transported from West Africa -- Slave markets -- Numbers of slaves that were taken to America -- What happened to the raw materials that slaves produced • The impact of the transatlantic slave trade on slaves <ul style="list-style-type: none"> -- What it was like to be a plantation slave in the American South <ul style="list-style-type: none"> o Slave culture in songs and stories o Resistance to slavery: individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson, murdering owners o Rebellion against slavery o Nat Turner's revolt 1831 o Joseph Cinque and the Amistad Mutiny 1839 o The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves) o Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape o The story of John Brown and his mission to abolish slavery • The impact of the transatlantic slave trade on the economies of <ul style="list-style-type: none"> -- West Africa -- America and Britain -- Gains for America and Britain and negative impact on West Africa <p>[[Gr 7 T3: Cape Colonisation 17th – 18th C (35)]]</p> <p>Revise from Grade 5:</p> <ul style="list-style-type: none"> • Indigenous inhabitants of the Cape in 17th century
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- Where African farmers were settled (to the east of the Cape because of the climatic constraints of sorghum and millet: settled in the summer rainfall areas that received around 500mm of rain over the summer growing season)

Dutch settlement

- Reasons for the VOC (DEIC) permanent settlement at the Cape 1652
- Results of the Dutch
 - Slaves at the Cape
 - o Why slaves were brought to the Cape
 - o Where the slaves came from
 - o How slaves were brought to the Cape
 - o What it was like to be a slave at the Cape
 - o Causes and effects of slave resistance at the Cape
 - o Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language
 - Free burghers; Dutch and French Huguenot immigration to the Cape
 - Expanding European frontiers
 - o The movement of trekboers with their slaves and servants inland
 - o Lifestyles and stories of trekboers
 - Land dispossession and consequences for the indigenous population
 - o Genadendal: the first mission station in Southern Africa 1738
 - o The work of William Bleek and Lucy Lloyd

[[Gr 7 T4: Frontiers Cape Colony (36)]]

- **Arrival of British and the expanding frontiers of European settlement**
- **The Eastern frontier of European settlement**
 - Frontier wars on the eastern frontier of European settlement
 - o Case study: Chief Maqoma (1798 – 1873) and Xhosa resistance to British rule
 - Soldiers and officials
 - o Case study: Andries Stockenström (1792 – 1864) and his involvement on the Eastern frontier of European settlement
 - British immigration
 - Abolition of slavery 1836
 - Boers migrate and move into the interior: Great Trek
 - o Case study: The lives of inboekselings
- **The northern frontier of European settlement**

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- Expanding trade relationships on the northern frontier of European settlement
- Kora and Griqua (groupings of people of mixed descent and runaway slaves who had escaped from the Colony): traded manufactured goods, tobacco and pack oxen from the Cape
- The southern borders of the Tswana world*: traded ivory, hides, skins and furs, iron and copper with Kora and Griqua
- Missionaries and traders
- o Case study: Robert Moffat (1795 – 1883) at Kuruman

- [[Gr 8 T1: Industrial Revolution SA and UK (37)]]
- **Changes during the Industrial Revolution in Britain**
 - Wealth from slave trade
 - Economy before the Industrial Revolution: farming economy, cottage industries
 - What the Industrial Revolution was
 - Social changes during the Industrial Revolution
 - o Urbanisation and changing living conditions – lives of the working class, including overcrowded housing, poverty and workhouses
 - o The mines and factories - child labour in mills and mines
 - Labour, resistance, the trade union movement and working class organisations
 - o Swing Riots (agriculture); Luddites (industry)
 - o Grand National Consolidated Trades Union (1833)
 - Increased power and wealth of Britain and Western European economies
- **Southern Africa by 1860**
 - Map and brief description of political settlement
 - Indentured labour from India to work on sugar plantations in British colony of Natal
 - o India as a British colony
 - o Reasons why labour was imported: Zulu kingdom was still independent
 - o Reasons for demand for sugar in Britain
 - o Conditions under which indentured labourers lived and worked
 - o Passenger Indians 1869 onwards
- **Diamond mining in Kimberley 1867 onwards**
 - Why diamonds are valuable
 - British take-over of diamond-rich land in Griqualand West
 - Diamond-mining and the development of a monopoly: one person one claim; what happened to black claimholders; problems related to digging deeper; the formation of companies; Cecil John

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Rhodes and Barney Barnato; the formation of De Beers Consolidated Mines Limited; regulating supply and the price of diamonds

[[Gr 8 T2: Mineral Revolution (38)]]

• **Britain, diamond mining and increasing labour control and land expansionism**

- Increasing control over black workers: closed compounds and migrant labour
- Further land dispossession and defeat of African kingdoms: Xhosa 1878 and Pedi and Zulu 1879

• **Deep-level gold mining on the Witwatersrand 1886 onwards**

- Why gold is valuable
- The discovery and mining of deep level gold on the Witwatersrand
 - o How gold is mined
 - o Conditions underground
 - o The Randlords and the formation of the Chamber of Mines
 - o Migrant workers (more systematic control and borrowing of compound system from Kimberley)
 - o Increasing burden on women in the reserves, erosion of families
 - o Skilled and unskilled white workers
 - o Anti-Indian legislation
 - o Forms of labour resistance
 - o The city of Johannesburg
- The Mineral Revolution as a turning point in South African history
 - o The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910; formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913
 - o Map of Southern Africa in 1913 compared with 1860

[[Gr 8 T3: Scramble for Africa (39)]]

• **European colonisation of Africa in the late 19th century**

- Africa before European colonisation
 - o Map of Africa 1800
- Berlin Conference 1884
 - o Map of Africa (showing different colonising countries)
- Causes of colonisation
- Patterns of colonisation: which countries colonised which parts of Africa
- Why European powers were able to colonise Africa so quickly

Appendix A: FULL DATA SET

	<ul style="list-style-type: none">-- Results of colonisation• Case Study: The Ashanti kingdom<ul style="list-style-type: none">-- The coast of West Africa before the arrival of Europeans-- The Ashanti and their early contact with European traders and explorers-- The British and the colonisation of the Gold Coast-- Results of colonisation for Ashanti kingdom and Britain <p>[[Gr 8 T4: WWI (40)]]</p> <ul style="list-style-type: none">• Reasons why World War I broke out<ul style="list-style-type: none">-- Overview of long-term causes: Nationalism, industrial economies, control of seas, colonisation and empires-- Immediate cause: Assassination of Archduke of Austria at Sarajevo-- Countries in Europe which fought: Allied Powers vs Central Powers• Aspects of experiences in World War I<ul style="list-style-type: none">-- Conscription and propaganda in Britain-- Conscientious objectors-- Trench warfare on the Western Front-- Music and poetry-- World War I and South Africa<ul style="list-style-type: none">o Battle of Delville Wood 1916o Sinking of the Mendi 1917• Women in Britain during World War I<ul style="list-style-type: none">-- Changing roles of women in the workplace in Britain in World War I-- Emily Pankhurst and the campaign for the vote for women in Britain• The defeat of Germany and the Treaty of Versailles (to be picked up again in Grade 9) <p>[[Gr 9 T1: WWII (41)]]</p> <ul style="list-style-type: none">• The rise of Nazi Germany<ul style="list-style-type: none">-- End of World War I; Weimar Republic; Treaty of Versailles 1919 and brief summary of German punishments-- Hitler and the Nazis 1920s-- The Great Depression of 1929 and effects on Germany-- Failure of democracy in the Weimar Republic-- Reasons for public support for Nazi Party and the 1932 and 1933 elections-- Enabling Act 1933 and dictatorship (including concentration camps for opponents)
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Appendix A: FULL DATA SET

- Nuremberg Laws and loss of basic rights of Jewish people 1935
- Persecution of political opponents; Jehovah's Witnesses; Roma (gypsies); homosexuals; Slavs; black people; disabled people
- Nazi Germany as an example of a fascist state (compared with democracy)
- **World War II: Europe**
- Nazi's aggressive, expansionist foreign policy for lebensraum (very briefly)
- Outbreak of World War II: Axis vs. Allies
- Extermination camps and genocide, the Holocaust, and the 'Final Solution'
- Examples of resistance to Nazism in Germany
 - o Sophie Scholl and the White Rose Movement
 - o Dietrich Bonhoeffer and the Confessing Church
 - o Warsaw Ghetto Uprising
- End of World War II in Europe
- **World War II in the Pacific**
- America in the War vs. Japan: Pearl Harbour
 - o Japanese Americans forcibly moved into internment camps in USA
 - o Japanese expansion and atrocities in China
 - o Japanese prisoner-of-war camps for Allied soldiers
- [[Gr 9 T2: Cold War (42)]]
- **Increasing tension between the Allies after the end of World War II in Europe**
- USSR (communism) vs. USA and West (capitalism)
- **End of World War II in the Pacific : Atomic bombs and the beginning of the Nuclear Age**
- When, where, why and how did World War II come to an end?
- Why did the USA drop the bombs?
- Was it justified?
- **Definition of the superpowers and the meaning of 'Cold War'**
- **Areas of conflict and competition between the Superpowers in the Cold War**
- Arms race
- Space race
- Division of Germany 1946 and the building of the Berlin Wall 1961
- **The end of the Cold War 1989**
- The fall of the Berlin Wall 1989
- The fall of the Soviet Union (very briefly) 1991

Appendix A: FULL DATA SET

[[Gr 9 T3: Turning points since 1948 (43)]]

- **The Universal Declaration of Human Rights after World War II**

- **Definition of racism**

- Human evolution and our common ancestry*

- Apartheid and the myth of 'race'

- **1948 National Party and Apartheid**

- Racial segregation before Apartheid

- Main apartheid laws in broad outline

- o Case study: Group Areas Act: Sophiatown forced removal

- o Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana

- **1950s: Repression and non-violent resistance to apartheid**

- SACP banned

- ANC programme of action

- o Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid

- The Defiance Campaign (including the influence of Mahatma Gandhi)

- Freedom Charter and Treason Trial

- Women's March

- o Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid

Oral history and research project: Suggested topic: How apartheid affected people's lives and how people responded:

Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.

[[Gr 9 T4: Turning points in SA: 1960; 1976; 1990 (44)]]

1960: Sharpeville massacre and Langa march

- Formation of PAC 1959

- Causes, leaders, events, short-term and longer-term consequences

- **1976: Soweto uprising**

- Causes, leaders, events of 16 June, spiraling events that followed throughout the country, longer-term consequences for resistance and repression

- **1990: Release of Nelson Mandela and the unbanning of liberation movements**

- Events leading to 1994 election (in broad outline)

- o Internal resistance and repression 1980s

- o External pressure on the apartheid regime 1980s

- o End of Cold War 1990

Appendix A: FULL DATA SET

	<ul style="list-style-type: none"> o Unbanning of political movements 1990 o Release of Mandela and other political prisoners 1990 o Negotiations and violence 1990 – 1994 o Democratic election 1994
NC1991	<p>[[KS3: CSU 1: (37)</p> <p>The development of the Empire]]</p> <ul style="list-style-type: none"> -the formation of the Roman Empire, including the reign of Emperor Augustus -the expansion of the Roman Empire -the nature of Imperial rule -the barbarian invasions, the sack of Rome, AD 410, and the survival of the Empire in the East. <p>[[The economy of the Empire]]</p> <ul style="list-style-type: none"> -Rome's dependence on the provinces -trade and communications -Roman technology, including roads and water systems <p>[[Roman society]]</p> <ul style="list-style-type: none"> -ways of life in Rome and the provinces family and society -religion in the Empire, including Emperor -Constantine and the development of Christianity <p>[[Roman culture and its legacy]]</p> <ul style="list-style-type: none"> -Roman art and architecture -Roman literature and the importance of the Latin language -the influence of Roman culture on European civilisation <p>[[KS3: CSU 2: (39):</p> <p>Britain and the wider world]]</p> <ul style="list-style-type: none"> -the idea of Christendom and the extent to which the British Isles were part of a wider European world <p>[[The development of the English monarchy]]</p> <ul style="list-style-type: none"> -The Norman conquest, including the Battle of Hastings (1066), and its impact -the nature of English medieval monarchy

Appendix A: FULL DATA SET

- relations of monarchy with the Church, barons and people, including Magna Carta (1215) and the Peasants Revolt (1381)
- the origins of Parliament
- relations between England, Ireland, Scotland and Wales

[[Medieval society]]

- feudalism and the structure of medieval society
- the beliefs and influence of the Church
- how material needs were met: farming, crafts and trade
- health and disease, including the Black Death and its impact

[[The legacy of medieval society]]

- the arts and architecture in medieval time and how they reflected the society in which they were produced
- the development of the English language

[[KS3:CSU 3: (41)

The political unification of Britain]]

- formation of the United Kingdom, including the Acts of Union of 1536 and 1543 (Wales) and the Treaty of 1707 (Scotland), and the changing relationship between England and Ireland.

[[The power of the monarchy and its relationship with Parliament and people]]

- the functions and importance of the Crown
- the changing relationships of Crown, Parliament and people in the era of the Civil War and Interregnum (1639 to 1660) and Glorious Revolution (1688)

[[Changes in ideas and the arts]]

- the impact on the arts and architecture of political and religious change
- the scientific revolution of the seventeenth century

[[The diversity of British society]]

- social classes in early modern Britain
- regional differences in wealth, lifestyle, religion and culture
- religious differences and relations between Romans Catholics, Anglicans and Nonconformists

Appendix A: FULL DATA SET

[[KS3:CSU 4: (43)

Social and economic change in Britain]]

- changes in agriculture, industry and transport
- the impact of economic change on families and communities, working and living conditions, and the size and distribution of Britain's population
- religious differences and links between religion and social reform

[[The culture of industrial Britain]]

- how the arts and architecture reflected the growth of industry and Empire
- popular culture

[[Britain's world-wide expansion]]

- the expansion of the Empire and its impact on the economy and the way of life of the British people
- patterns of trade with the Empire and other parts of the world

[[The political development of Britain]]

- Parliament, political parties and key political issues
- popular protest movements
- the extension of the franchise, including the Reform Act of 1832

[[KS3:CSU 5: (45)

Developments in Europe in the 1930s]]

- the legacy of the First World War
- co-operation and conflict in the 1930s

[[The experience of war]]

- the experience and impact of war in Europe, Asia and other parts of the world
- the role of wartime leaders, including Hitler, Churchill, Stalin and Roosevelt
- the home front in Britain
- the Holocaust
- the dropping of the atomic bombs on Hiroshima and Nagasaki

[[Immediate consequences of the war]]

Appendix A: FULL DATA SET

	<ul style="list-style-type: none"> -the redrawing of national frontiers in Europe -origins of the United Nations, including the UN Charter and the Universal Declaration of Human Rights -refugees <p>[[SSUA: Examples (47)]]</p> <ul style="list-style-type: none"> -Castles and cathedrals 1066 – 1500 -Relations between England and Scotland from the Norman conquest to the Treaty of Union -Culture and society in Ireland from early times to the beginning of the twentieth century -Britain and the American Revolution -The impact of the Industrial Revolution on a local area -The British Empire and its impact in the last quarter of the nineteenth century -Britain and the Great War 1914-1918 <p>[[SSUB: Examples (47)]]</p> <ul style="list-style-type: none"> -The Crusades -The Italian Renaissance -Reformation and Counter-Reformation in the sixteenth century -The reign of Peter the Great -The French Revolution and the Napoleonic era -German and Italian unification <p>[[SSUC: Examples (48)]]</p> <ul style="list-style-type: none"> -Islamic civilisations: seventh to sixteenth centuries -Imperial China from the First Emperor to Kubla Khan -India from the Mughal Empire to the coming of the British -The civilisations of Peru -Indigenous peoples of North America -Black peoples of the Americas: sixteenth to early twentieth centuries
NC2014	<p>[[1066 - 1506⁸ (95)]]</p> <ul style="list-style-type: none"> <input type="checkbox"/> the Norman Conquest <input type="checkbox"/> Christendom, the importance of religion and the Crusades <input type="checkbox"/> the struggle between Church and crown

⁸ The detailed content outlined here is non-statutory

Appendix A: FULL DATA SET

- ☐ Magna Carta and the emergence of Parliament
 - ☐ the English campaigns to conquer Wales and Scotland up to 1314
 - ☐ society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
 - ☐ the Black Death and its social and economic impact
 - ☐ the Peasants' Revolt
 - ☐ the Hundred Years War
 - ☐ the Wars of the Roses; Henry VII and attempts to restore stability
- [[1509 – 1745 (96)]]**
- ☐ Renaissance and Reformation in Europe
 - ☐ the English Reformation and Counter Reformation (Henry VIII to Mary I)
 - ☐ the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
 - ☐ the first colony in America and first contact with India
 - ☐ the causes and events of the civil wars throughout Britain
 - ☐ the Interregnum (including Cromwell in Ireland)
 - ☐ the Restoration, 'Glorious Revolution' and power of Parliament
 - ☐ the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
 - ☐ society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature
- [[1754 – 1901 (96)]]**
- ☐ the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society
 - ☐ Britain's transatlantic slave trade: its effects and its eventual abolition
 - ☐ the Seven Years War and The American War of Independence
 - ☐ the French Revolutionary wars
 - ☐ Britain as the first industrial nation – the impact on society
 - ☐ party politics, extension of the franchise and social reform
 - ☐ the development of the British Empire with a depth study (for example, of India)
 - ☐ Ireland and Home Rule

Appendix A: FULL DATA SET

☐ Darwin's 'On The Origin of Species'

[[1901 – present (97)]]

- ☐ women's suffrage
- ☐ the First World War and the Peace Settlement
- ☐ the inter-war years: the Great Depression and the rise of dictators
- ☐ the Second World War and the wartime leadership of Winston Churchill
- ☐ the creation of the Welfare State
- ☐ Indian independence and end of Empire
- ☐ social, cultural and technological change in post-war British society
- ☐ Britain's place in the world since 1945

☐ Holocaust (only specified topic)

[[a local history study (97)]]

- ☐ a depth study linked to one of the British areas of study listed above
- ☐ a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
- ☐ a study of an aspect or site in local history dating from a period before 1066

[[Theme of British history from pre-1066: (97)]]

- ☐ the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- ☐ Britain's changing landscape from the Iron Age to the present
- ☐ a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- ☐ a study in depth into a significant turning point: for example, the Neolithic Revolution

[[at least one study of a significant society or issue in world history and its interconnections with other world developments (97)]]

Mughal India 1526-1857

China's Qing dynasty 1644-1911

Changing Russian empires c.1800-1989

USA in the 20th Century

Appendix B: CHRONOLOGICAL ARRANGEMENT OF TOPICS

CHRONOLOGY									
	NOT SPECIFIED	ANTIQUITY	MEDIEVAL	1500S	1600S	1700S	1800S	1900 - 1945	1945 – 2000s
C2005	<p>(SO1: AS2 – RS)¹ (HSS5) •period pre colonial (from earliest hominids), colonial, post colonial, Apartheid, post Apartheid)</p> <p>(SO1:AS3 – RS) Pre-colonial, colonial, post- colonial, Apartheid, post-Apartheid</p> <p>(SO1:AS6 – RS) Periods should include from pre- colonial times to present, and on to predict the future</p> <p>(SO3-AS2:RS) (HSS15) -in present and past</p> <p>(SO4-AS1:RS) (HSS 19) In this phase learners should identify resources which are both local and distant, and be able to</p>								

¹ These are the only references to time in C2005. There are no specific dates given.

	<p>distinguish how the importance of these resources will have changed over time.</p> <p>(SO4-AS3:RS) (HSS 20-21) <u>Scale of issues:</u> -past and present</p> <p>(S06 – AS1:RS) (HSS 25) <u>Conceptualisation of links between people and the universe, to include:</u> -appreciation of the contribution of astronomers and philosophers, from diverse cultures at different times and places (from at least South America, Africa, and Asia) -myths legends, theories and perceptions from a variety of perspectives (time and place) -the spiritual bond between people and the Earth at different times and in different places.</p>								
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	(SO6-AS3:RS) (HSS26) <u>Scope:</u> -different times (SO6-AS4:RS) (HSS28) <u>Context:</u> - in the present and past (SO7-AS2:RS) (HSS 32) -different times (SO8-S1:RS) (HSS 34) <u>Scale:</u> • In the present and the past								
CAPS			The kingdom of Mali and the city of Timbuktu 14th Century						
				The Transatlantic slave trade					
					Colonisation of the Cape 17th – 18th centuries				
							Co-operation and conflict on the frontiers of the Cape		

							Colony in the early 19th century		
							The Industrial Revolution in Britain and Southern Africa from 1860		
							The Mineral Revolution in South Africa		
							The scramble for Africa		
								World War I (1914 – 1918)	
								World War II (1919 - 1945)	
									The Nuclear Age and the Cold War
									Turning points in modern South African history since 1948
									Turning points in South African

									history 1960, 1976 and 1990
NC 1991		KS3: CSU1: The Roman Empire							
			Medieval realms: Britain 1066 - 1500						
			The making of the United Kingdom: Crowns, Parliaments and peoples 1500 - 1750						
						Expansion, trade and industry: Britain 1750 - 1900			
								The era of the Second World War	
	A unit which extends the study of the core British study units (before 1920)								
	A unit involving the study of an episode or turning point in European history before 1914								
	A unit involving the study of a past non- European society								
NC 2014									
			The development of Church, state and society in Medieval Britain 1066-1509						

				the development of Church, state and society in Britain 1509-1745				
						ideas, political power, industry and empire: Britain, 1745-1901		
							challenges for Britain, Europe and the wider world 1901 to the present day	
	a local history study							
		the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066						
	at least one study of a significant society or issue in world history and its interconnections with other world developments		[for example, Mughal India 1526-1857]	[For example: China's Qing dynasty 1644-1911]				[For example: USA in the 20 th Century Changing Russian empires c. 1800-1989].

Appendix C: FINAL RESULTS

Table C 1: Summary Table Academic Identities

	Organising Principle	Content				Key Competency			Classification	
		Focus		Region					Academic/ Non-Academic	History/ other subjects
NC1991	Primarily Chronological/ Elements of Episodic	Political	51%	Local	1.3%	Memorising	12.5%	Weakly visible	C ⁺	C ⁺
		Socio-Cultural	47.5%	National	84%	Analysing	81.3%	Highly visible		
		Economic	16.3%	Continental	35%	Connecting	25%	Moderately visible		
		Not Coded	2.5%	Global	17.5%	Not Coded	3.1%			
				Not Coded	0%					
NC2014	Chronological/ Episodic	Political	60%	Local	7.3%	Memorising	30%	Moderately visible	C ⁺	C ⁺
		Socio-Cultural	40%	National	78.2%	Analysing	40%	Moderately visible		
		Economic	12.7%	Continental	14.5%	Connecting	40%	Moderately visible		
		Not Coded	10.9%	Global	25.5%	Not Coded	10%			
				Not Coded	0%					
C2005	Thematic	Political	11%	Local	33%	Memorising	7.6%	Mostly invisible	C ⁻	C ⁻
		Socio-Cultural	18.5%	National	43%	Analysing	34.4%	Moderately visible		
		Economic	22.4%	Continental	16.6%	Connecting	53.6%	Highly visible		
		Not Coded	52.8%	Global	23.6%	Not Coded	8.7%			
				Not Coded	53%					
CAPS	Episodic	Political	54.3%	Local	0.4%	Memorising	5.7%	Mostly invisible	C ⁺	C ⁺
		Socio-Cultural	28.2%	National	43.5%	Analysing	56.6%	Highly visible		
		Economic	24.3%	Continental	15.7%	Connecting	43.4%	Moderately visible		
		Not Coded	8.7%	Global	50.4%	Not Coded	24.5%			
				Not Coded	0.9%					

Appendix C: FINAL RESULTS

Table C 2: Summary of Civic Identities across four curriculum documents

	Citizen – Society Relation		Regional Scope	
NC1991	<i>Upholding democracy</i>	11.5%	<i>Local</i>	0%
	<i>Social Justice</i>	5.5%	<i>National</i>	9.1%
	<i>Environmental justice</i>	0.9%	<i>Continental</i>	9.1%
	<i>Global responsibility</i>	0%	<i>Global</i>	9.1%
NC2014	<i>Upholding democracy</i>	18.6%	<i>Local</i>	10%
	<i>Social Justice</i>	12.3%	<i>National</i>	30%
	<i>Environmental justice</i>	0%	<i>Continental</i>	0%
	<i>Global responsibility</i>	3.1%	<i>Global</i>	40%
C2005	<i>Upholding democracy</i>	14.9%	<i>Local</i>	21.7%
	<i>Social Justice</i>	29.5%	<i>National</i>	21.7%
	<i>Environmental justice</i>	18.3%	<i>Continental</i>	4%
	<i>Global responsibility</i>	5.5%	<i>Global</i>	6.5%
CAPS	<i>Upholding democracy</i>	18.4%	<i>Local</i>	3.8%
	<i>Social Justice</i>	37.8%	<i>National</i>	5.7%
	<i>Environmental justice</i>	0.4%	<i>Continental</i>	1.9%
	<i>Global responsibility</i>	0.4%	<i>Global</i>	1.9%